



SHAPING THE FUTURE

A Five-Year Plan for Iowa's System of Community Colleges

Annual Progress Report to the Iowa State Board of Education

August 1, 2002

Introduction

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for Iowa’s System of Community Colleges”***

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Background and Purpose of the Update

As Mr. Cal Callison, former State Board of Education member and chair of the Community College Council; former president of Southeastern Community College in West Burlington; and former principal at Winterset High School, reminded the State Board as the community college strategic plan was being developed, “It is important to remember that Iowa has a system of community colleges, not a community college system.” This distinction reinforces that Iowa did not create a highly standardized community college system, but designed a structure which allows for significant autonomy, flexibility, and responsiveness. This design also allows for statewide planning, collective activity, and the sharing of resources which are important in times like today when economic needs of the state require a broader response.

Iowa’s system of community colleges has become the largest provider of the first two years of undergraduate education, technical education, and workforce training and retraining in the state of Iowa, annually enrolling about 25 percent of Iowa’s adult population in credit and non-credit offerings. In 2001, the community colleges began implementing its first statewide strategic plan. The leadership and administrations of each community college aligned their individual community college goals and objectives with the state plan, and designed specific activities to move the state agenda forward.

This report provides an update of activities undertaken during FY02 by the community colleges, jointly and at the local and state levels, to accomplish the goals and initiatives of “Shaping the Future: A Five-Year Plan for Iowa’s System of Community Colleges—2001.” (See Appendix A.) House File 2433 stipulated that implementation of the plan begin July 1, 2001. The plan was developed by the Stakeholders Working Group whose membership was defined by the legislation and included representatives of the:

- ◆ Governor’s Office
- ◆ Iowa Association of Community College Trustees (IACCT)
- ◆ Iowa Association of Community College Presidents (IACCP)
- ◆ Iowa Department of Education
- ◆ Iowa Workforce Development
- ◆ Iowa Department of Economic Development
- ◆ Iowa Senate and House of Representative Republicans

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- ◆ Iowa Senate and House of Representative Democrats
- ◆ Iowa Association of School Boards (IASB)
- ◆ Iowa State Education Association (ISEA)
- ◆ Iowa Association of Business and Industry (ABI)

Mr. Don Roby, chair of the Iowa State Board of Education's Community College Council, served as chair of the Stakeholders Working Group. The plan was approved by the State Board of Education.

"Shaping the Future" is built upon the shared values of:

1. Access and Opportunity
2. Responsiveness
3. Collaborative Relationships
4. Community and Civic Responsibility
5. Local Controlled and Shared Responsibility

These five values are imbedded in the four strategic goals:

Goal 1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Goal 2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Goal 3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans, and to allow Iowa to compete on a national and international level.

Goal 4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Each goal is followed by a series of initiatives to be implemented to accomplish the goal.

The goals and initiatives are detailed in Appendix B. The timelines of major activities undertaken to meet the requirements of developing and implementing a five-year statewide strategic plan for Iowa's community colleges from the passage of House File 2433 to the present is given in Appendix C.

Many of the initiatives of the strategic plan were formulated for implementation at the local community college level and through the cooperation and joint efforts of the colleges, through the IACCP, IACCT, and the Department of Education.

Part IA

The Department of Education's Division of Community Colleges and Workforce Preparation submitted the first progress report on the plan to the Community College Council and to the State Board in January 2002 – "Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges – Coordination of Statewide Responses by the Iowa Department of Education – Progress Report to the Iowa State Board of Education – January 2002."

This report supplements the Department of Education's progress report of January 2002, which provided an update on progress for the statewide initiatives for which the Department of Education's Division of Community Colleges and Workforce Preparation has responsibility; the combination of this report and the January report is the community colleges' response to the strategic plan initiatives. "Shaping the Future" is a five-year plan; as progress continues and the condition of the state and nation advance, goals and initiatives of the plan may be revised. Planning is an ongoing activity.

Iowa's community colleges are designed to be responsive, flexible, and accessible institutions committed to quality. The statewide strategic plan goals and initiatives are consistent with the goals and objectives of all community colleges. Their responses are varied, based upon local and regional needs and resources.

Structure of the Report

This report is divided into three parts. Part IA includes background and purpose of this report, and Part IB is an executive summary providing collective responses of Iowa's community colleges to the initiatives through the joint planning and activities of the community colleges, the IACCP, the IACCT, and the Department of Education.

Part II is a compilation of Department of Education, IACCT/IACCP, and individual community college responses to each strategic plan initiative. The responses are listed by goal, then by initiative. (Note: The Department of Education also provided a report of its activities for the first six months of the plan in January 2002.)

Every community college has implemented its own strategic planning process, linking assessment to planning and planning to budget. Each college monitors its progress toward attainment of its goals and objectives, and provides regular reports to its board of directors. The community college mission is examined and revised or reaffirmed on an annual basis. College plans are submitted annually to the Department of Education.

Part III contains the strategic plans and progress reports of all 15 community colleges. A limited number of copies of each college's report have been submitted to the Department of Education. An electronic web address, through the Department of Education, is currently under construction and will be available by the end of August.

Executive Summary

***“Shaping the Future: A Five-Year Plan
for Iowa’s System of Community Colleges”***

***Progress Report to the Iowa State Board of
Education – August 2002***

Executive Summary

***“Shaping the Future: A Five-Year Plan for Iowa’s System of Community Colleges”
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During the first year of implementation of “Shaping the Future: A Five-Year Plan for Iowa’s System of Community Colleges,” the community colleges individually and collectively (through their leadership, cooperative agreements, and the Iowa Association of Community College Presidents [IACCP]), the Iowa Association of Community College Trustees (IACCT), and the Department of Education undertook a variety of activities to accomplish its goals and initiatives.

This executive summary provides a listing of some of the collective activities designed specifically to address “Shaping the Future: A Five-Year Plan for Iowa’s System of Community Colleges.” It is not meant to provide a comprehensive or complete list of these activities, but should give the reader a sense of the collective commitment to the agreed-upon statewide agenda.

- ◆ The development of a joint legislative program regarding community college issues for 2002 by the IACCT and IACCP, together with the Iowa State Education Association (ISEA) Higher Education Standing Committee. The four priorities for 2002 were:
 1. Provide the community colleges of Iowa authority to raise additional operating funds in their local districts.
 2. Appropriate \$166,377,403 for state general aid.
 3. Continue funding for the purchase of technology programs and institutional support at the \$3M level.
 4. Restore cuts to Iowa Workforce Development programs, i.e., ACE (Accelerated Career Education), student grants, ACE infrastructure, ACE operations, and the 260F programs.
- ◆ The Department of Education’s appointment of a Community College Performance Indicators Task Force; the committee met on a regular basis and developed a draft set of indicators to be presented to the State Board of Education for input in August 2002. This committee is co-chaired by Dr. Janice Friedel, administrator of the Division of Community Colleges and Workforce Preparation, Iowa Department of Education; and Dr. Robert Dunker, president of Western Iowa Tech Community College, Sioux City.
- ◆ The publication of the first of its kind of “Condition of Iowa Community College Report—January 2002,” by the Iowa Department of Education.

Part IB

- ◆ The Department of Education co-sponsorship of the Regents Committee on Educational Relations (RCER) Articulation Conference in May 2002. The purpose of this activity is to engage high school counselors, members of faculties, registrars, and admission officers from community colleges and the regents institutions, regarding the transferability of community college credit, college entrance requirements, and prerequisites. Articulation requires commitment from leadership and the engagement of faculty.
- ◆ Reorganization of the Department of Education's Division of Community Colleges and Workforce Preparation to focus principally on community colleges (with the integration of career and technical education into the K-12 comprehensive school improvement process), and a 2003 emphasis on the enhancement of the academic core, articulation, and a seamless educational system.
- ◆ Completion of the community college licensure study, chaired by the Department of Education, with membership as defined by Senate File 480. The work of the committee involved wide participation of community college personnel. The major recommendations of the task force are:
 1. Elimination of the licensure of community college faculty by the Board of Educational Examiners.
 2. The requirement of a quality faculty development plan.
 3. Minimum quality teacher standards.

In FY02, legislation was passed utilizing the task force recommendations. During FY03, the Department of Education will develop administrative rules consistent with the legislation, and will provide guidance and leadership regarding two major components of the bill:

- A. Quality Faculty Development Plans
- B. Minimum Quality Teacher Standards

- ◆ The identification of four priority areas addressed by the community college presidents related to the strategic plan. Their statewide initiatives included:
 1. Accountability Messages—This included four publications describing community colleges system-wide activities in the areas of:
 - a. Agriculture
 - b. Entrepreneurship
 - c. Community Colleges and the New Economy
 - d. Graphic Arts and Technology Center of Iowa

Part IB

These topics are related to the state's economic development priorities in the targeted industries: Advanced Manufacturing; Biotechnology and Life Sciences; and Information Solutions. The titles of these four documents are:

- a. Champions of Iowa: The Community Colleges of Iowa – Iowa Ag Alliance
 - b. Community Colleges of Iowa: Entrepreneurial Development
 - c. Iowa Community Colleges' Impact on New Economy
 - d. Community Colleges of Iowa Graphic Arts Technology Center of Iowa
1. A Proposal to Increase the Marketing and Promotion of the System of Community Colleges—The presidents and IACCT sponsored the development of a variety of materials to promote the system of community colleges. These included place-mats of Iowa marking the locations of the community colleges, appointment booklets, and three articles written describing the system of community colleges.
 2. Agriculture—The community colleges formed the Iowa Ag Alliance, which complements Iowa State University's (ISU) efforts by providing high quality, low-cost educational programs to students (many of whom continue at ISU) across the state. One of the purposes of the Iowa Ag Alliance is to avoid duplication of offerings; an example is the compact between Northeast Iowa Community College (NICC) and Northwest Iowa Community College (NCC), in that a student at NCC can gain access to the NICC Dairy Center offerings without leaving NCC. This is important due to the growing dairy industry in that part of the state.
 3. Workforce Development and Contracted Training—This statewide initiative of the community colleges was designed to ensure that business and industries have a convenient, hassle-free, and responsive method of obtaining consistent curriculum, pricing, and course delivery throughout Iowa. The Governor recognized this project on January 30, 2002, when he issued a Governor's proclamation that was presented at a press conference. At that time, the partnership was known as the Community College Corporate Training Institute, subsequently, the name was changed

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to One-Source Training to better represent the varied audiences to which this partnership will deliver training. Access and information about this initiative can be obtained at www.onesourcetrainingiowa.com. This is a centralized clearinghouse of Iowa's community colleges to be used for the delivery of statewide corporate training projects.

- ◆ Partnerships and collaboration with business and industry is a priority of the strategic plan. In recognition of this critical relationship, for the first time, all community colleges are members of the Association of Business and Industry (ABI); the colleges are making a concerted effort to regularly present at ABI-sponsored workshops regarding the role of community colleges in workforce and economic development.
- ◆ Completion of a community college student retention study jointly by a community college president and the Department of Education.
- ◆ The community college presidents have initiated ongoing communication with the Iowa Hospital Association (IHA). The IHA executive director has presented to the presidents in preparation to the development of a community college response to the nursing shortage.
- ◆ In August 2001, the IACCT-sponsored state trustee annual conference was a trusteeship academy; over 100 trustees completed a two and a half day seminar and discussion program to develop their statewide trustee skills. Each participating trustee received a certification designating him/her as a board-certified trustee. This is a demonstration that community college trustees are receiving common training and education regarding their duties and responsibilities. This training was videotaped and will be made available to those who were unable to attend and new community college trustees.
- ◆ Continued refinement of the community college MIS (Management Information System) by the Department of Education and the 15 community colleges. As implementation continues, data elements and definitions are revised based on input and review by the colleges and the Department of Education and changing federal and state reporting requirements. The Community College Uniform Financial Accounting Manual has been updated by the Department of Education with input from the community college business officers.
- ◆ A significant initiative, which should greatly enhance articulation and the transfer of credit amongst community colleges across the state and with four-year colleges and universities, is the development of a community college common course numbering system. The community college presidents have agreed to support this initiative and a task force comprised of representatives of the community colleges and the Department of Education has been formed.

Part IB

- ◆ The community colleges, the University of Iowa, and John Pappajohn Entrepreneurial College have formed the Iowa Entrepreneurial Consortium for the purpose of offering entrepreneurialship education across the state. FastTrack Training is offered in each community college district; this program teaches aspiring and current entrepreneurs the skills necessary to start and grow a new business; it may be offered on a credit and/or a non-credit basis.
- ◆ The Iowa Community College On-line Consortium (ICCOC) consists of seven community colleges offering on-line courses making available the associate degree entirely over the Internet. Southeastern Community College (SCC) serves as the administrative site. On July 15, 2002, the North Central Association (NCA), following an accreditation visit to Iowa, granted approval for consortium members to provide all coursework for an associate degree on-line. The web site of ICCOC, www.iowaonline.org, provides information on courses, direct access to one-source curriculum information, and links to each member college. Soon, www.iowaonline.org will integrate course equivalencies between the ICCOC and the Iowa regents universities.
- ◆ During FY02, the State Board of Education approved the following new community college career and technical programs, listed by cluster:
 1. Engineering and Industrial Technologies (10)
 2. Agriscience and Natural Resources (1)
 3. Family, Consumer, and Human Services (1)
 4. Health Services (3)
 5. Business, Information Systems, and Marketing (7)

The Department of Education program consultants assisted the community colleges in the development of these programs.

- ◆ Training on the use of national and state standards models was promoted and provided by the Department of Education's Division of Community Colleges and Workforce Preparation's consultants. These include:
 1. NATEF (National Automotive Technician Education Foundation)
 2. Manufacturing Skill Standards
 3. CISCO Networking
 4. MOUS (Microsoft Office Users Specialists)
 5. Wheels of Training—NCCER (National Center for Construction Education and Research)
 6. AWS (American Welding Society)

Part IB

7. Universal Skill Trades Program—A universal skill trades program is being developed with the main focus of providing apprenticeship programs with access to an Associate in Applied Science degree and beyond. This has been implemented at Indian Hills Community College. Four others (Kirkwood Community College, Hawkeye Community College, Eastern Iowa Community College, and North Iowa Area Community College) are planning to implement the program next year.
- ◆ Community colleges have expanded and enhanced their articulation and transfer strategies with four-year colleges and universities. In addition to the renewal of ongoing articulation agreements, the community colleges have established:
 1. Guaranteed transfer admission contracts.
 2. Joint admissions between the community colleges and four-year colleges.
 3. Compacts between community colleges.
 4. Bachelors degree completion programs.
 - ◆ Each year, the community college IASA (Iowa Arts and Science Administrators) conducts a discipline-specific articulation conference. The most recent discipline was history, earlier years included agriculture, computer science, sociology, and art.
 - ◆ Several community colleges have encouraged their local manufacturers to form a manufacturers consortium so that common training and retraining needs can be provided in a more cost-effective and efficient manner to a group of manufacturers.
 - ◆ Community colleges continue to seek cooperative agreements amongst their institutions and, when appropriate, other higher education institutions, such as the partnership between Kirkwood Community College, Northeast Iowa Community College, Southeastern Community College, Indian Hills Community College, and Allen College in Waterloo. This partnership is designed to offer the surgical tech program via a variety of teaching modalities, including the ICN, beginning in the fall 2002.
 - ◆ Approximately 17 percent of all high school credentials granted in Iowa in FY02 were GED (General Educational Development) diplomas and adult high school diplomas awarded through the community colleges.
 - ◆ In FY 02, Iowa's passage rate on the GED exam was the highest in the nation at approximately 95 percent.
 - ◆ A one-stop web site for Iowa's community colleges is available through www.iacct.org.

Part IB

- ◆ The Department of Education served as the fiscal unit and provided coordination for the United States Department of Education-funded Technology Challenge Grant for which the community colleges provided professional development to K-12 teachers (in cooperation with the area education agencies) in the use of technology to enhance critical thinking in reading, math, and science.

Another example of the community colleges providing professional development for K-12 teachers is a NSF (National Science Foundation)-funded initiative at Indian Hills Community College. IHCC is currently developing virtual reality fermentation software to teach secondary school students and science faculty about the bio-processing industry and the fermentation process. Virtual reality equipment to demonstrate the process has been acquired and is portable for easy transport to the high schools.

- ◆ The IACCP and IACCT annually recognize high-academically achieving community college students through the Phi Theta Kappa awards ceremony. The Department of Education has initiated a statewide recognition ceremony for high-achieving vocational students in an annual recognition ceremony with the State Board of Education.
- ◆ The Department of Education, in collaboration with the Comprehensive Adult Student Assessment System (CASAS) and Iowa's community colleges, initiated a three-year English Literacy PILOT project in program year 2001. The project is concluding the second year. The overall goal of the project is to research and identify promising instructional strategies and curriculum offerings designed to meet the learning needs of Iowa's adult immigrant target population. To date, the project objectives are being achieved. Four (4) community colleges served as the initial pilot site. During project year three, an additional four sites will be added to the project. The project will begin implementation on a statewide basis (increasing from eight to 15 community colleges) in September 2003.
- ◆ The Department of Education has successfully implemented the English Literacy/Civics Education program through the existing community college-based ABE delivery system. The purpose of this initiative is not to simply expand English literacy services, but to provide an integrated program of services that incorporates English literacy and civics education. To effectively participate in education, work, and civic responsibility of this country, immigrants and limited English proficient persons must not only master English, but be able to understand and navigate governmental, educational, and workplace systems and key institutions such as banking and health care. The Department of Education, had applied for and received English Literacy/Civics Education program funds from the United States Department of Education, and these funds are distributed to the community colleges for these specific purposes.

Part IB

- ◆ The development of four concept papers by a team of community college presidents led by Dr. Paul Tambrino, retired president of Iowa Valley Community College District, regarding Goals 1 through 4 of the strategic plan.

The community college strategic plan initiatives demonstrate that Iowa's community colleges are responding as a system to statewide needs.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative A: Establish programs and services to meet constituent needs through ongoing assessment and evaluation.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative A: Establish programs and services to meet constituent needs through ongoing assessment and evaluation.

Department of Education Response

State Board Program Approvals—The following numbers of community college programs (listed by clusters) were approved by the State Board of Education during the current year: Engineering and Industrial Technologies—10; Agriscience and Natural Resources—1; Family, Consumer, and Human Services—1; Health Services—3; Business, Information Systems, and Marketing—7. Program consultants assisted the community colleges in the development of these new programs.

Universal Skill Trades Program—A universal skill trades program is being developed with the main focus of providing apprenticeship programs with access to an Associate in Applied Science degree and beyond. This has been implemented at Indian Hills Community College. Four (4) others (Kirkwood Community College, Hawkeye Community College, Eastern Iowa Community College District, and North Iowa Area Community College) are planning to implement the program next year.

National and State Standards Models Training—Training on the use of national and state standards models was promoted and provided by consultants in the Division of Community Colleges and Workforce Preparation for the following: NATEF (National Automotive Technician Education Foundation), Manufacturing Skill Standards, CISCO Networking, MOUS (Microsoft Office User Specialist), Wheels of Learning-NCCER (National Center for Construction Education and Research), and AWS (American Welding Society).

Agriculture, Food, and Natural Resources Career Cluster—The Iowa Department of Education provides the co-chair for this national cluster project. In cooperation with a National Science Foundation (NSF) grant in Ag Knowledge with the National Agricultural Technology Center, a curriculum clearinghouse, the national ag cluster project, will continue to develop cluster knowledge and skills in agriculture.

MAVCC—The Multi-state Academic and Vocational Curriculum Consortium (MAVCC) developed “Taking the Road Less Traveled,” which is a toolkit of curriculum materials for instructors and administrators to use to encourage enrollments and impact student success in nontraditional programs. The community colleges participated in the statewide

training offered by the Department of Education on how to utilize these materials with their faculty and staff. Community colleges participated in the staff development for school districts and area education agencies in the training for instructors and administrators to implement the strategies to recruitment, retain, and place nontraditional students in career and technical programs. The Division of Community Colleges and Workforce Preparation is in the process of compiling the evaluations of how the toolkit is being utilized in the field. MAVCC is in the process of developing an addendum to this toolkit to reach parents and potential employers concerning nontraditional careers. MAVCC will make available safety training CD-ROMs during the next school year. These quality safety training materials provide needed safety training in eye protection, hearing conservation, blood borne pathogens, and many others. Community college deans and directors will be consulted regarding the training and implementation of the safety materials to prepare students in safe practices in classroom, shop, and workplace training sites.

Community College Responses

Northeast Iowa Community College (NICC)

NICC Goal: To utilize facilities, equipment, locations, and teaching methods which provide accessible programs and services for all people who wish to participate.

Priority Activity: Conduct a service area needs survey to help identify priorities, shape NICC's identity, and to complement the Enrollment Management Plan.

NICC Goal: To offer educational services that prepare individuals for careers, further education, lifelong learning, and citizenship in contemporary global society.

Activities:

- ◆ **Program Review Process**—Every program is evaluated every five years during a complex process to determine and guarantee quality and responsiveness to community need.
- ◆ **Advisory Committee Input**—Every program has a multi-member advisory committee to advise it as to community and industry need and the elements of education and training needed. Gender and racial balance is attempted on these committees.
- ◆ **Graduate and Employer Surveys**—Graduates and employers are surveyed each year to make sure NICC is meeting their goals and providing a quality education.
- ◆ **Chamber and County Employment Needs Assessment**—Several chambers of commerce in counties in our area conduct regular assessment of their members regarding a trained workforce. NICC is a member of these chambers and participates in these surveys and provides a college response to issues raised.

- ◆ **College Planning/Visioning Process**—NICC has an annual “visioning” and strategic planning process to make sure NICC is working toward goals appropriate for the college and our district.
- ◆ **AQIP (Academic Quality Improvement Project)**—NICC is accredited by the North Central Association. Even though accreditation is confirmed through 2007, NICC is now implementing the AQIP which will apply the continuous quality improvement process to this college. It will create a systematic process of evaluation and improvement and should be implemented within the next 12-24 months.
- ◆ **Distance Learning Courses**—The number of courses NICC now delivers by ICN, telecourse, independent study, and online is expanding rapidly as more of our faculty become familiar with the technology. Class increases for Summer 2001, Fall 2001, and Spring and Summer 2002 were 354 percent, 170 percent, 105 percent, and 67 percent above the prior comparable term in online courses alone. This meets a tremendous need for our area students.
- ◆ **Enrollment Management Teams**—Interdepartmental cross-college teams on each campus meet to evaluate college responsiveness and student satisfaction. Student surveys and focus groups are a primary way in which to learn about and respond to student issues.

North Iowa Community College (NIACC)

NIACC Goal: Ensure that all citizens of the north Iowa region, regardless of their educational and socioeconomic backgrounds, geographic placement, or needs for special assistance, have the opportunity and the necessary support to take advantage of postsecondary educational programs and other services offered by the college.

Strategies:

- ◆ **Entrance Assessment of all Credit Students**—All incoming credit students either presented ACT scores or took the COMPASS exam. In fall 2001, approximately one-fourth of the students had scores that showed critical deficiencies in the basic skills of reading, writing, or math. This percentage has steadily increased since 1995. Students with “critical” entrance test scores were required to participate in developmental education courses.
- ◆ **Participation in Developmental Education**—In fall 2001, 294 students enrolled in a developmental math course; 154 enrolled in a developmental writing course; and 517 students received tutorial support in the Student Learning Center.

NIACC Goal: Instill confidence and pride in all who come into contact with the college by fostering a commitment to excellence in all college endeavors.

Strategies:

- ◆ **Utilization of Effectiveness Data for Improvement**—The Automotive Industry Planning Council (AIPC) National Selection Committee has named NIACC the 2001 National Runner- Up for the prestigious ASE Automotive Award of Excellence. NIACC's Automotive Service Technology Program was also named the winner for the state of Iowa.

Each NIACC Arts and Science department has a departmental plan for the assessment of student learning. A systematic peer review process provides feedback for improvement of the plan and, therefore, improvement of student learning. In spring 2002, the Math and Communication plans were reviewed and approved by the Academic Affairs Council.

Each NIACC Career and Technical program has a departmental plan for the assessment of student learning that is imbedded in the Program Review and Evaluation System. The following programs were reviewed and had their plans of action approved during the 2001-2002 academic year: Agriculture, Information Systems Technology, and Mechanical Design.

In addition, progress on plans of action from 2000-2001 was reviewed and approved for Law Enforcement, Climate Control, Tool and Die, and Physical Therapist Assistant.

The Workforce Development Center was selected as a Showcase One-Stop Center in Iowa because of the extent of its partnerships, its state-of-the-art technology and accessible facility, and its proven performance outcome data including customer satisfaction.

- ◆ **Environmental Scanning**--"Staff members are encouraged to develop and utilize analytical methods to judge the effectiveness of their efforts. Extensive support is given to staff and Board member participation in the continuous survey of the environment. Financial support for travel to meetings, site visits, innovation and experimentation, and the acquisition of future and/or best-practice-oriented materials are among the most widespread forms of such support." (Introductory Statement: NIACC Strategic Plan)

Iowa Lakes Community College (ILCC)

Iowa Lakes Core Values:

ILCC is dedicated to quality education.

- ◆ ILCC values and recognizes the dedicated, quality faculty, and staff who make students their priority.
- ◆ ILCC is focused on student achievement and continuing to grow professionally to better serve their students.

- ◆ ILCC feels through working together, success is attainable.
- ◆ ILCC dares to acknowledge that sometimes through failure success is achieved.
- ◆ ILCC embraces visionary change.

Iowa Lakes College-wide Goals:

- ◆ Deliver high quality, comprehensive curricula, programs, and services accessible to all learners.
- ◆ Demonstrate effectiveness and efficiency in achieving the college, mission, goals, and objectives.

Iowa Lakes Objectives:

- ◆ Students are able to successfully complete general educational and/or pre-professional coursework necessary for the first two years of college.
- ◆ Students are able to successfully transfer to senior division institutions.
- ◆ Students with diverse backgrounds and abilities are able to access a full range of courses for enrichment, career exploration, lifelong learning, upgrading educational enhancements, and exploration of new information technology.
- ◆ Ensure that residents of the five-county area are never more than 25 miles from college classes at ILCC. Residents may earn an Associate of Arts at all Centers.
- ◆ Provide access to campuses via interactive TV distance education systems.
- ◆ Provide area residents with access to baccalaureate and master degree completion programs through partnerships with other colleges and universities.

Note: Please refer to Iowa Lakes Strategic Plan, *Vision In Action – Focus on Education*, for specific program, discipline, and division goals supporting Iowa community college goals and initiatives.

Northwest Iowa Community College (NCC)

Annually, NCC conducts a desktop review of instructional programs. Each year, approximately four instructional programs are involved in a formal five-year evaluation. These efforts have resulted in the discontinuation of two programs at the end of this fiscal year. These efforts have also caused the revision of two instructional programs.

Each year the college looks to add new programs. Over the last two years, four programs have been added and next fiscal year two new programs will be available to students in this area. In the last two years, two programs were discontinued and two were revised to meet a different student population.

NCC has implemented COMPASS, a student assessment test. To date assessment scores have been established for mathematics and science. Assessment scores for communications will be established this next year.

Iowa Central Community College (ICCC)

Initiative A ties directly to Iowa Central's Strategic Plan for 2001-2004 as follows:

Priority: Learner Centered Excellence

◆ Focus Area – Assessment

Goal 1: Assessment of Student Academic Achievement at the Program Level in all Programs—The assessment of student academic achievement at the program level in all programs is a goal under Focus Area “Assessment” in the 2001-2004 Strategic Plan. Constant assessment of program outcomes assures high quality, comprehensive educational programs. In addition to maintaining quality, assessment is necessary in determining where a program is and where it must be tomorrow to meet the needs of its constituents.

The college employs active advisory committees to provide feedback for new and existing programs. Program advisory committees consist of representative employers and employees who are closely associated with the occupation or area of emphasis for which training are provided. Concerted effort is made to obtain members who represent all of Area V. In some cases, it is necessary to obtain members from outside Area V, especially when graduate placement is widespread. When selecting members, careful consideration is given to provide for adequate representation of persons with disabilities, ethnic groups, and individuals whose gender is under represented in the occupation for which the program provides preparation.

ICCC has 28 program advisory committees with approximately 300 members. Each committee meets a minimum of twice during the academic year. The major purposes of the advisory committees are to allow members to provide support and guidance to program staff, to recognize instructional needs, and to recommend changes or enhancement in program curricula.

New programs developed the past 24 months:

1. **Industrial Lab Technology**: Developed in response to the needs of Fort Dodge Animal Health.
2. **Multimedia Marketing**: Developed in response to Heartland Communications and various businesses and industries need for web-based programming.
3. **Industrial Business**: AAS degree to meet the needs of technical students planning to start their own business.
4. **Accounting**: Developed in response to business needs for paraprofessional accountants.
5. **Web-Technologist**: Blended program between Web Design and Computer Networking

6. Industrial Maintenance: Response to the needs of wallboard companies, Friskies PetCare, area hospitals and Frigidaire.
7. Commercial Construction: Response to the needs of commercial contractors.

◆ **Focus Area –Student Retention**

Goal 1: Improve Classroom Retention of Students

Student Support Services (SSS) is a federally funded grant program designed to help students succeed in college. The goal of SSS at ICCC is to promote the academic and personal success of all participants. SSS offers a variety of student-centered services designed to enhance students' potential for successfully completing their educational programs. SSS provides individualized and group academic support. Services offered include:

- Tutoring
- Academic/Career Advising
- Financial Aid Assistance and Grant Aid
- Seminars/Workshops
- Referral Services
- Cultural/Social Activities
- Transfer Assistance
- Study Area

Students are eligible to participate in SSS if they fit the guidelines set by TRIO legislation including being a low-income, first-generation college student, or a student with a disability. Eligible SSS participants enjoy the benefits of all program services at no cost. The SSS grant at ICCC is completing the first of a five-year grant cycle in which ICCC is able to serve 160 students per year.

Priority: Marketing

◆ **Focus Area – Alternative Delivery Systems**

Goal 1: The college works to develop alternative delivery systems.

ICCC was approved to offer an Associate in Arts Degree via the Internet from the Higher Learning Commission of the North Central Association of Colleges and Schools during the Spring 2002 semester.

This proposed change will enable ICCC to better serve its constituents and possibly increase student enrollment. Many ICCC students desire to obtain an associate degree, but must maintain a part- or full-time job to support their families. It is very difficult to attend face-to-face classes when work schedules change from week-to-week. Internet courses offer students the opportunity to do the course work at a time that fits their changing schedules. Achieving the associate's degree is often the factor needed for job advancement, which stabilizes the work schedule and allows students to pursue further

education and employment opportunities. The offering of an AA degree via Internet will allow ICCC to better accomplish its mission which focuses on quality in learning and providing education to diverse individuals within and beyond the classroom.

ICCC seeks to be innovative, creative, and flexible in designing its educational offerings and services. Meeting the needs of the community necessitates the college offering programs and services during the day, evening, and weekends, at locations conveniently accessible to the public. The college offers many courses off campus via cooperative arrangements with the local school districts. On-site classes and courses offered via the Iowa Central Telecommunication Network (ICTN), or the Iowa Communications Network (ICN) provide educational opportunities for students unable to travel to one of our campuses. The college has expanded beyond the borders of the nine-county area via the advent of Guided Self-Study courses in the fall of 1997 and Internet courses in the fall of 1998.

For quality control, the college emphasizes making Internet and Guided Self-Study courses comparable to on-campus courses in terms of content and workload. Through course assessment, it can be assured that a student receiving an AA degree via the Internet will have taken courses of the same content and rigor as anyone taking face-to-face courses.

Iowa Central during the fall 2001 semester established an articulation agreement with the University of Phoenix. This agreement formally recognizes that the University of Phoenix and Iowa Central Community College are both active educational partners in providing educational opportunities for currently enrolled and potential students of their combined institutions. This agreement is specifically designed to allow for maximum transfer of credit and a seamless transition for students earning an associate degree.

Iowa Valley Community College District (IVCCD)

The district is constantly assessing the needs of our constituents and establishing programs within both the credit and the non-credit divisions. The district has implemented changes based on assessment, such as an expanded carpentry program and new electrical and dietetics programs. Also, IVCCD moved the industrial maintenance program to Grinnell because of constituent need. ESL (English as a Second Language), Command Spanish courses, and MOUS (Microsoft Office Users Specialists) testing have been added and expanded to meet the needs of constituents.

Hawkeye Community College (HCC)

HCC Strategic Plan Priority 1.0: Enhancing Learning—An Academic Focus is directly related to this goal. This priority is broad in scope and encompasses the following areas:

- ◆ Quality Teaching and Learning
- ◆ Academic Offerings (Credit and Non-Credit)
- ◆ Accreditation (Institutional and Specialized)
- ◆ Strengthening Diversity in Curriculum, Staff, and Students
- ◆ Assessment and Academic Faculty Advising/Mentoring
- ◆ Academic Accountability
- ◆ Distance Education Opportunities

HCC Strategic Plan Goals related to this statewide strategic goal and initiative are:

- 1.1 Enhance current and develop new internal and external partnerships.
- 1.2 Improve the orientation process for all new faculty.
- 1.3 Assist all faculty in professional development to promote teaching and learning centered activities.
- 1.4 Support out-of-classroom activities that provide students with experiences that promote learning and academic excellence.
- 1.5 Create extensions of the customary learning environment through social and cultural opportunities.
- 1.6 Enhance and strengthen credit offerings.
- 1.7 Enhance support for non-traditional students.
- 1.8 Explore development of an Internet degree program.
- 1.9 Accomplish the comprehensive review of program accreditation at HCC.
- 1.10 Develop a comprehensive process to measure, evaluate, and report on the AACCC (American Association of Community Colleges) core indicators of effectiveness .

HCC Activities Update

- ◆ Offered an arts and sciences transfer curriculum and 48 applied science and technology programs.
- ◆ Developed and implemented new programs: Finance and Banking, Computer Networking Technician, Information Systems Management, Network Administration and Engineering, and Web Design and Development. Assessment and evaluation of the college's service area are integral to the development of all new programs, program revisions, new courses, and expanded services at Hawkeye.
- ◆ Completed assessment and evaluation of 20 percent of the applied science and technology programs through the college's formal academic program review process.
- ◆ Developed curriculum/student learning assessment initiatives; i.e., a portfolio project, Career Capstone course in the Business Department to synthesize skills students have gained during their educational experience.
- ◆ Assessed student placement in writing courses through a collaborative effort of the Communications and Developmental Studies departments. This assessment will be on-going and writing portfolios will become a requirement for students in the future.
- ◆ Provided Communications and Developmental Studies faculty development in writing assessment. Dr. Ed White, a noted authority in writing assessment, assisted

faculty in identifying the central issues in writing assessment, course placement and sequencing, portfolio development and consistent writing assessment among evaluators. These activities were funded by the college's Title III grant.

- ◆ Reorganized the academic and student services areas of the college to offer and coordinate programs and services more effectively and efficiently.

Eastern Iowa Community College District (EICCD)

Initiative A is included in the EICCD Goal 3: Quality Programs—The EICCD develops and maintains quality curricula and services which anticipate and support local national and global needs. This is measured by community satisfaction and employer satisfaction surveys.

EICCD conducts frequent labor market assessments, and utilizes data from Iowa's Workforce Development database to determine the need for programs. Programs under investigation include Hospitality Management, Maintenance Light Repair, Electronic Systems Technician, Social Services/Human Services Paraprofessional, Equine Management, and Bioprocessing Manufacturing Technician.

Learning assessment and improvement for credit includes assessment of entering skills, academic achievement, student satisfaction of educational and support services, formative measures within individual classes, and program evaluation and planning.

Consistent monitoring and evaluation of needs for noncredit programs, services and learner satisfaction is also in place.

Annually, EICCD evaluates career education programs. Auto Collision Repair, Administrative and Office Support, Culinary Arts, Dental Assisting, Horticulture, Electronuerodiagnostic Technology, and nursing were evaluated in 2001-2002.

Kirkwood Community College (KCC)

Kirkwood Community College is part of a consortium of eight community colleges called ACCES (Alliance of Community Colleges for Electronic Sharing). ACCES is in the process of evaluating and selecting new administrative systems that will enable the schools in the consortium to greatly improve services to students. This multi-year project will result in the use of the latest technology and query tools to allow people to perform their jobs more efficiently, re-engineer processes to maximize service, and query the system to evaluate performance and effectiveness of the schools to achieve their core missions.

Making a Difference Program to certify paraeducators in special education classrooms.

Medical Coding is a new one-year (three semester) diploma program that began fall 2001. It ladders into the two year Health Information Technology program. There is a shortage of coders and this will assist in filling that need.

The Medical Transcription program has undergone major curriculum changes based on input from the community. Starting fall 2002, it will be a three-semester/36 credit program instead of a four-semester/66 credit program. This will better serve the needs of the community.

Through ACE (Accelerated Career Education) legislation, in the last year, KCC has started new programs in HVAC Installer, Plumbing Technology, and Manufacturing Technology. KCC also has a Skilled Trades AAS in development.

Kirkwood recently developed a new mechanism for reporting ongoing assessment projects conducted by faculty. The new reporting mechanism better documents those efforts, and has shown a high level of engagement by faculty in projects leading to improvement.

To promote awareness of services, Counseling and Advising developed joint class visits coordinated with outreach information sessions in several on-campus buildings.

Advising is augmenting the web site with advising and transfer information in order to better serve the increasing number of students who self advise and register via the Internet.

Kirkwood Training and Outreach Services has developed several initiatives as a result of feedback received through assessment and evaluation. As a result of the Skills 2000 study, consortium activities and focus groups the following programs have been established, are being developed, and/or upgraded: START Leadership Program, Call Center Training Program, Press Operator Training, Banking Industry Training, Biotechnology Technician Training, Iowa Quality Consortium Training, and Conversational Spanish.

This past school year, Admissions and Student Life developed two events to assist with welcoming new students to campus. Move-in days were held in August to assist parents and students moving into the apartment complexes. Movin' and Shakin', a new student welcome day, had close to 1,000 students participate in contests, fun activities, and become aware of job opportunities before classes started.

Another new service that was started through the Student Life office was the development of a Student Tenant Council, consisting of students living in area apartments to discuss topics relevant to housing issues throughout the school year.

In addition to new housing services, due to new and expanded programming, over 1,000 students participated in campus intramurals.

In relationship to new recruiting services, instant messaging was initiated in late spring for students in high school to respond to questions about Kirkwood. Also, the class of 2002 was invited to “Catch the Eagle Spirit” in February to watch the nationally ranked Eagles play basketball and have a chance to win prizes for the next school year.

Des Moines Area Community College (DMACC)

DMACC has a comprehensive program of assessing institution effectiveness through ongoing evaluation of student and stakeholder needs. DMACC’s assessment program includes: Student Assessment, Program Assessment, and Assessment of Institutional and Community Needs.

Student Assessment:

1. Assessment of students upon entering DMACC, through the use of COMPASS and other diagnostic testing.
2. Assessment of student academic achievement throughout the chosen program of study at DMACC through faculty designed discipline and program specific assessment projects.
3. Assessment of student success upon completion of a program or degree through analysis of raw student data, as well as program specific data. Assessment is routinely conducted through employer follow-up studies, analysis of transfer information at the three regent universities, student portfolio analysis, exit testing, capstone courses, and other skills assessment tools. DMACC also analyzes grade distribution, course completion information, course withdrawal information, retention information, and other data at the course and student level.

Program Assessment:

1. Each program and discipline completes a program evaluation each year, which is used to identify staffing, equipment, and materials and supplies needs for the following year. It is also used to identify program enrollment concerns that may need to be addressed. These evaluations are completed by the program chair/group leader/district chair with assistance from the discipline or campus dean, and are submitted to the Dean of Program Development for review.
2. Each year, the office of the Senior Vice President of Academic Affairs collects the following data on all programs for review by Executive Council, and the Academic Affairs Deans. This information is used to determine trends in enrollment, program demand, faculty load, student placement, and program cost.
3. Once every five years a comprehensive program evaluation is completed for each career program or academic discipline. The comprehensive evaluation contains the following information:

- A. Student satisfaction survey analysis
- B. Graduate satisfaction survey analysis
- C. Employer satisfaction survey analysis
- D. Advisory committee survey analysis
- E. Program assessment plans
- F. Demographic and enrollment patterns
- G. Classroom inventory and usage analysis
- H. Course sequence information
- I. Program goals
- J. Program competencies and grids
- K. Staff development activities
- L. Institution building activities of the faculty

The comprehensive evaluations are used as a blueprint for major program and curricular changes. The evaluation is completed by all faculty involved in the delivery of the program, the dean, and assistance from the program development office.

Assessment of non-academic services and programs: DMACC is moving to the AQIP (Academic Quality Improvement Project) model of evaluation through the North Central Association Commission on Institutions of Higher Education. DMACC is currently in the first step of the AQIP accreditation process, conducting a self-analysis of all of our processes that support student learning. This analysis will assist the college to more fully develop their assessment of institutional effectiveness in all divisions of the college.

Assessment of Institutional and Community Needs:

This fall, under the leadership of President England, DMACC began an institution-wide strategic planning process. This process is designed to identify institutional needs and goals, and set priorities for the future. Although the process is very new, the Strategic Planning Council has identified several institutional priorities. A summary of the strategic planning process has already been submitted to Department of Education. Also, each career education program has an advisory board that meet a minimum of two times a year. One of the responsibilities of the advisory boards is to identify and respond to community needs for program graduates.

Additionally, DMACC's Institutional Development Division has conducted several external studies to determine community needs:

1. DMACC participated in the 2001 Faces of the Future Study, sponsored by ACT.
2. In 2001, DMACC also commissioned a comprehensive study of our regional name recognition and market penetration, titled "Attitudes and Opinions Toward DMACC."
3. In May 2002, DMACC commissioned a parent survey of 16 to 18 year old youth to determine name and value recognition to a more specific group.

4. In 2000, The Clements Group conducted a Feasibility Study for DMACC for a potential capital campaign.

Finally, DMACC recently hired an Institutional Researcher to direct the data gathering and analysis that will drive our decision-making processes. All academic assessment has been centralized under one department, the Office of Academic Support and Assessment.

Western Iowa Tech Community College (WITCC)

WITCC's Strategic Plan Goal 3 describes efforts to improvement decision-making processes, specifically in using DACUM processes to provide a direct linkage between constituent industries and curricular improvement. Goal 7, Objective 1, as a second example, describes how community contact and systematic research supports development of new educational programming.

Iowa Western Community College (IWCC)

College Strategic Planning Goal #4: Iowa Western will continue an extensive evaluation of credit programs and make recommendations concerning their future status based on objective evaluations of data.

Iowa Western continues its 36-year history of establishing programs and services through ongoing assessment and evaluation. The college has over four-dozen advisory boards that offer direct input into curricula. The boards are comprised of experienced trades persons and professionals in their respective fields who greatly assist the programs in understanding the needs of business and industry.

The college also has an extensive program evaluation process and model as mandated by the Department of Education, and it has just completed its annual review. This year, 35 programs were evaluated according to criteria as established by the Department of Education. The report includes detail on many factors including enrollments; cost per credit hour; employer satisfaction; graduate satisfaction with the programs; and recommendations concerning program status.

The college has an ongoing curricula approval process that is initiated within programs, working its way to the Dean's Council to the Vice President for Academic Affairs, then to the Vice President for his assessment. The next step is submission to the Curriculum Committee for further review culminating in votes at monthly meetings of the Professional Senate and of the College's Board of Trustees.

The college's Office of Institutional Research (IR) undertakes studies of credit programs and offers recommendations. In the past two years, it has undertaken in-depth analyses of credit hour production, and longitudinal enrollment and graduation rates and trends of all programs. These data augment the Program Evaluation process and provide historical evidence concerning the statuses of programs. IR also undertakes surveys of current and

past high school graduates concerning their perceptions of the college, its programs and services. The Division of Student Services also undertakes surveys of the student population, inquiring about the efficacy of the wide range of services it provides (i.e., advising; financial aid; counseling; health services).

Southwestern Community College (SWCC)

Employer Satisfaction Survey

An Employer Satisfaction Report is completed annually by using information obtained from a graduate placement survey of the previous year. Surveys are mailed to employers who have hired graduates of Southwestern Community College's vocational-technical and career option programs.

The Employer Satisfaction Report is used to assist the SWCC administration, board of directors, faculty and staff stay abreast of changes in today's workplace. Also, the information is used to evaluate educational offerings and to make modifications as needed.

Alternative Scheduling

In conjunction with a recent workgroup on scheduling alternatives, information was gathered from area industries (human relations directors) and potential students on training needs, credit courses of interest, scheduling preferences and previous coursework at Southwestern. This information validated the need for many current programs and gave ideas for additional offerings to best meet the needs of area employers. Non-credit training in specific topics comprised the great majority of responses, including ESL (English as a Second Language), computer skills, first aid, safety, and CPR.

A significant number of responding potential students indicated that weekends would best fit their schedules. The variety of block schedules presented difficulties for area high school students wanting to enroll in college classes.

Program Advisory Committees

SWCC has program advisory committees for all vocational-technical and career options programs. The committees are comprised of representatives from the program specific business or industry. Recommendations are written into the goals for the programs and are also reviewed through the program evaluation process.

Program Evaluation

Program Evaluation is designed to provide a systematic assessment of all vocational and career option programs offered at the college. The purpose of the process is to identify the strengths and weaknesses of each program and to encourage a process of program improvement. Program evaluation is conducted by an interdisciplinary assessment team. Each program is evaluated annually by faculty and is evaluated in-depth by the program evaluation committee on a five-year cycle.

The evaluation process includes specific components identified by the Department of Education and is to include a review of: curriculum, recruitment, educational resources, advisory committees, student achievement, staff development, student completion and graduation rates, and placement data.

Adult Education

The Adult Basic Education (ABE) program is now assessing ever learners' academic needs as they enter the ABE classroom. Goals range from learning ESL to reading, writing, communications, and math enhancement to studying for the GED (General Education Development) tests. The instrument used statewide is CASAS (Comprehensive Adult Student Assessment System). Learners are then evaluated periodically to show learning gains.

All nurse aides complete a reading assessment. Reading for Understanding is the tool used. If learner is unable to complete parts 3 and 4, they are referred for learning assistance at an ABE class or the Comprehensive Learning Center.

Before LPNs and RNs enroll in the IV Therapy class, they must successfully complete a math assessment prepared by the adult education health coordinator. The passing score is 90 percent on a 25 question multiple-choice test. This year SWCC had 9 of 9 succeed. A math instructor was hired to instruct a three-hour math preparatory class.

Additional Assessments

A substantial number of additional assessments are completed throughout each year to determine current and future needs of students and the area. These include:

- ◆ Student Support Services, Student Satisfaction Survey—How students accessed services and whether their services were helpful.
- ◆ Graduate Placement Report—Statistics of graduates per program, number employed, field of employment, location, and annual salary range.
- ◆ Student Demographics—Survey taken during registration, orientation or testing to collect information on part- and full-time, age, male/female, residence, housing, funding, college choice, needed services, scheduling preferences, and goals
- ◆ Vocational-Technical and Career Option—Faculty conduct pre- and post-tests to measure incoming abilities and evaluate academic and skill gains.
- ◆ All faculty conduct a variety of assessments to monitor student understanding of course concepts and evaluate instructional methods.
- ◆ Student perceptions are collected in at least on class for every faculty member.
- ◆ Focus groups were held to find out what matters to area high school students in selecting a college and their perceptions of SWCC.
- ◆ Surveys of area high school students were conducted to determine whether SWCC's schedule was meeting their needs and what additional or alternate courses could better serve their needs.

- ◆ Telemarketing was conducted with perspective students to identify and address questions about SWCC and with current students to assess their satisfaction level.

Research and Development*

Objective and Actions

A. Integrate measures of institutional effectiveness and student academic achievement.

- ◆ Catalog data being collected.
- ◆ Evaluate what is collected and what else is needed.
- ◆ Organize data for improved utilization
- ◆ Develop and implement new programs, activities, and services
- ◆ Explore new possibilities for academic programs, which may include majors in recreation, electrical trades, agricultural laboratory technology, health care administration, masonry, plumbing, forensic science, agricultural specializations, commercial mechanics, and expansion of structural drafting.
- ◆ Examine demographics of current students and Area 14 to identify under-served populations.

*Relationship to SWCC's local plan to the statewide plan, "Shaping the Future."

Indian Hills Community College (IHCC)

The objective of our curriculum development processes are to ensure adequate interest on the part of student applicants, relevant content for students, and employer demand for our graduates. In this manner, it is our goal to establish programs and services that best serve the citizens of our 10 county area and the state of Iowa.

At Indian Hills Community College, industry advisory committees are an integral and active part of our program review and evaluation system. The college has an overall Advisory Council. Also, each career preparation program maintains its own advisory committee.

These advisory groups meet twice per year. In the fall, each Instructional Department schedules and conducts their meetings as a departmental activity. Each spring all advisory groups are convened on campus on the same day. Business is conducted in regular advisory meetings. The meetings are then followed by a celebration of our education and business collaboration.

The IHCC Program Review and Evaluation Process looks systemically at factors contributing to student success. IHCC has chosen to pursue Continuous Quality Improvement as our evaluation model because our focus has always been customer satisfaction. IHCC serves two distinct sets of customers, our students, and the employers

of our graduates. Therefore, the IHCC Program Review and Evaluation Process addresses the needs of both customer bases through its evaluation components and data collection.

The IHCC program evaluation process focuses on three primary measures of customer satisfaction: Enrollment, Retention, and Placement. All other evaluative components are viewed as sub-sets of these three. As assessed through this process, these three primary measures provide assurance that the Iowa Community College Program Review and Evaluation System (CCPRES) requirements for Access, Quality, and Accountability are addressed.

IHCC, Plans for Excellence Related Goal(s):

The Advanced Technologies division will strengthen the general education component in all technical programs in the Fall 2002 term.

Objective: This initiative will meet the needs of students that have an interest in transferring credits to four-year institutions, in addition to providing course offerings that will augment students' employment skills.

The general education course offerings will continuously be scrutinized to ensure that they are effectively meeting the needs of students enrolled in technical programs. This will be accomplished through input from industry advisors and assessment measures.

Within the last year, IHCC has established a new Student Academic Assessment Plan. The goals of the plan focus on improving assessment culture, increasing the direct assessments of student learning, and using data more effectively. Assessment procedures are being planned and reported through an Action Plan format that allows teachers to establish classroom assessment techniques, course assessment techniques, department assessment techniques and program assessment techniques. The timelines for assessing, analyzing data, reporting, and making decisions based on the data are set according to the type and level of assessment.

Data from Student Academic Assessment is used in instructional decision making as well as departmental and divisional planning.

In Area XV, 866 students were tested using CASA (Comprehensive Adult Student Assessment System). Of those, 48.53 percent completed a level of instruction and testing one or more levels above their entry skill level. CASAS is used to assess Adult Literacy, English as a Second Language (ESL), Correctional Education Programs, and Workplace Literacy.

- ◆ Met or exceeded state established benchmarks in Adult Literacy rates, ESL rates, Correctional Programs and Workplace Literacy.
- ◆ Promoted CASAS testing to business and industry in Area XV.

Southeastern Community College (SCC)

1. Established CNC – Master Cam training through input from advisory committee. Program approved for ACE (Accelerated Career Education) funds effective fall 2001.
2. Started new program in Graphics Communications through extensive research and advisory program input. Program approved fall 2001.
3. Established a program called “College 101” to meet the needs of workers effected by plant closings. Program was a joint venture with the Workforce Center. Tuition waivers for free credit hours were provided for participants if they attended three free orientation/assessment sessions.
4. SCC’s Center for Business and Industry Services (CBIS) personnel have an on-going process to work with business and industry to identify their needs. This is accomplished primarily by informal discussions.
5. CBIS personnel also sit on various chamber of commerce committees which assess business and industry needs and satisfaction levels of current programs and services.
6. All CBIS coursework is evaluated as related to appropriateness of training and level of meeting client expectations.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative B: Improve articulation of career-technical and arts and science programs across Iowa's education system (K-12, community colleges, independent colleges, and state universities), and develop an approach to resolving articulation problems, such as mediation or arbitration, in order to move toward a seamless education system.

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Department of Education Response

Secondary Program Approvals—Each secondary program that is State Board approved includes articulation with at least one community college program. The following numbers of secondary programs (listed by clusters) were approved by the State Board of Education during the current year: Business, Information Systems, and Marketing-16; Health Services-5; and Engineering and Industrial Technologies-8.

Articulation—Five (5) additional statewide articulation agreements among all secondary districts and all community colleges are being developed in agriculture (Crops, Soils, Horticulture, Ag. Business, and Animal Science). Two existing statewide articulation agreements in business were reviewed (Accounting and Keyboarding). The articulation agreements among community college associate degree nursing programs and all four-year baccalaureate programs in Iowa colleges, including the University of Iowa, were reaffirmed. Development of articulation agreements with trade and industrial programs culminating with a degree with the University of Northern Iowa is ongoing as well as the agriculture programs with Iowa State University. Articulation provides a mechanism for improving program quality and enhancing postsecondary enrollment opportunities for Iowa's students.

Career and Technical Student Organizations—Over the past 70 years, the State Board of Education has chartered career and technical student organizations (CTSOs). These student organizations provide development of leadership, technical, employability, and academic skills, linkages with business and industry through experience for the students involved in them. Currently, 14 Iowa community colleges support five CTSOs. Those student organizations are Business Professionals of America (BPA), Phi Beta Lambda, Delta Epsilon Chi, Postsecondary Agriculture Students Association (PAS), Skills USA-VICA, and Health Occupations Students of America (HOSA). These student organizations serve students in business and administration, information technology, and finance; marketing; agriculture; and manufacturing, transportation, construction, and graphic communications. The Division of Community Colleges and Workforce Preparation consultants serve as state advisors for these student organizations.

Articulation Agreements

(In addition to articulation agreements with the Iowa Regent Universities)

Northeast I

Milwaukee School of Engineering
Southern Illinois University

North Iowa II

Bellevue University
Briar Cliff College
Buena Vista College
Clarke College
Coe College
Drake University
Graceland College
Grand View College
Minnesota State University-Mankato
Morningside College
Mt. Mercy College
Mt. St. Clare
NW Missouri State University
Palmer College
Simpson College
Upper Iowa University
Wartburg College
Winona State University

Iowa Lakes III

Briar Cliff College
Buena Vista College
Drake University
Grandview College
Minnesota State University-Mankato
Morningside College
Mount Marty College
N.W. Missouri State University
Simpson College
South Dakota University
University of South Dakota

Northwest IV

Bellevue University
Briar Cliff College
Buena Vista University
Dordt College
Grand View College
Morningside College
Mount Marty College
Northwest Missouri State Northwestern College
South Dakota State University
University of Nebraska at Kearney

University of Sioux Falls
University of South Dakota

Fort Dodge V

Briar Cliff University
Buena Vista University
Coe College
Drake University
Luther College
Minnesota State University-Mankato
Northwest Missouri State University
Palmer College of Chiropractic
Simpson College
University of Nebraska-Kearney
University of South Dakota
Upper Iowa University

Iowa Valley VI

Grandview College
Hamilton Tech
Mt. St. Mary's

Hawkeye VII

Allen College
Cornell College
Mt. Mercy College
N.W. Missouri State University
University of Nebraska-Lincoln
University of Nebraska-Omaha
Upper Iowa University
Wartburg College

Eastern Iowa IX

Drake University
Iowa Wesleyan College
Mt. Saint Clare College
Palmer College of Chiropractic
St. Ambrose University
Southern Illinois University
Upper Iowa University
Western Illinois University

Kirkwood X

Central College
Coe College
Grand View College
Loras College
Morningside College
Mt. Mercy College
Northwest Missouri State
Olds College
Palmer College of Chiropractic
St. Ambrose University
Simpson College
University of Wisconsin-Platteville

Wartburg College

DMACC XI

American Institute of Business
Bellevue University
Buena Vista College
Central College
Central Missouri State University
Creighton University
Des Moines University
Drake University
Graceland College
Hamilton College
Law Enforcement Academy
Mercy College
N.W. Missouri State University
Palmer College
Simpson College

Western Iowa Tech XII

Bellevue University
Briar Cliff University
Buena Vista University
Community College of the Air Force
Concordia College (St. Paul, MN)
Morningside College
University of South Dakota
Wayne State College

Iowa Western XIII

Bellevue University
Benedictine College
Buena Vista University
Central Missouri State Univ.
Clarkson College
College of St. Mary
Dana College
Grace University
Graceland College
Grand View College
Hiroshima College
Missouri Western State College
Northwest Missouri State University
Osaka College of Foreign
Languages, Japan
Peru State College
Simpson College
University of Nebraska, Lincoln
University of Nebraska, Kearney

Southwestern XIV

Graceland College
Missouri Western
N.W. Missouri State University
Simpson College

Indian Hills XV

Buena Vista University
Graceland
Southern Illinois University
Upper Iowa University
William Penn University

Southeastern XVI

Carl Sandburg College
Culver Stockton College
Drake University
Hannibal LaGrange College
Iowa Wesleyan College
Monmouth College
Mt. Mercy College
Mt. St. Claire College
NW Missouri State University
Palmer College
Quincy College
Simpson College
Southern Illinois University
Truman State University
Western Illinois University

Several Community Colleges also have agreements with other Community Colleges on shared/articulated programs.

Many Community Colleges have several departmental agreements with each individual college/university.

Last printed April 28, 2003

University of Nebraska, Omaha
University of South Dakota
Upper Iowa University

**IOWA COMMUNITY COLLEGES
ARTICULATION AGREEMENTS**

	I	II	III	IV	V	VI	VII	IX	X	XI	XII	XII I	XI V	XV	XV I
American Institute of Business									X						
Allen College						X									
Bellevue University		X		X					X	X	X				
Benedictine College											X				
Briar Cliff University		X	X	X	X					X					
Buena Vista University		X	X	X	X				X	X	X		X		
Carl Sandburg College														X	
Central College								X	X						
Central Missouri State Univ.									X		X				
Clarke College		X													
Clarkson College											X				
Coe College		X			X			X							
College of St. Mary											X				
Community College of the Air Force										X					
Concordia College (St. Paul, MN)										X					
Cornell College						X									
Creighton University									X						
Culver Stockton College														X	
Dana College											X				
Des Moines University (Osteopath)									X						
Dordt College				X											
Drake University		X	X		X			X	X					X	
Grace University											X				
Graceland College		X							X		X	X	X		
Grandview College		X	X	X		X		X			X				
Hamilton Tech					X				X						
Hannibal LaGrange College														X	
Hiroshima College											X				
Iowa Wesleyan College								X						X	
Law Enforcement Academy									X						
Loras College								X							
Luther College					X										
Mercy College									X						
Milwaukee School of Engineering	X														
Minnesota State University-Mankato	X	X		X											
Missouri Western State University											X	X			
Monmouth College														X	
Morningside College		X	X	X					X		X				
Mount Marty College			X	X											
Mt Mercy College		X				X		X						X	
Mt. Saint Clare College		X						X						X	
Mt. St. Mary's					X										

Northwest Missouri State University	X	X	X	X		X		X	X		X	X		X
Northwestern College				X										
Olds College								X						
Osaka College of Foreign Language											X			
Palmer College of Chiropractic	X			X			X	X	X					X
Peru State College											X			
Quincy College														X
Simpson College		X	X		X			X	X		X	X		X
South Dakota University			X	X										
Southern Illinois University	X						X						X	X
St. Ambrose University							X	X						
Truman State University														X
University of Nebraska, Kearney				X	X						X			
University of Nebraska, Lincoln						X					X			
University of Nebraska, Omaha						X					X			
University of Sioux Falls				X										
University of South Dakota			X	X	X						X	X		
University of Wisconsin-Platteville								X						
Upper Iowa University		X			X		X	X			X		X	
Wartburg College		X					X	X						
Wayne State College										X				
Western Illinois University							X							X
William Penn													X	
Winona State University		X												

7/26/02

Community College Responses

Northeast Iowa Community College (NICC)

College Goal: To provide opportunities for students to achieve their goals by facilitating smooth transition to and from NICC.

Priority Activity: Develop partnerships with four-year colleges to offer post-AA course work on the NICC campus for transfer students.

Activities:

- ◆ **Guaranteed Transfer Admission Contracts (GTAC)**—In addition to articulation agreements with Iowa regent institutions, NICC has entered into GTAC agreements with Luther College, Upper Iowa University, University of Dubuque, Loras College, and Clarke College guaranteeing junior status to NICC students who transfer after receiving their two-year transfer degree from NICC.
- ◆ **University of Dubuque (UD) Joint Admissions Agreement**—Students enrolling at NICC who plan to attend the University of Dubuque can be jointly admitted and are offered all the benefits available UD students while attending NICC. They are advised by a UD advisor and can attend UD events.
- ◆ **Dairy Agreement with Northwest Iowa Community College (NCC)**—In response to the developing dairy industry in northwest Iowa, NICC and NCC have formed an Intrastate Compact where NCC students can take most of the NICC Dairy Science Program from NCC. General education classes are taken at NCC; agriculture courses are taught by NICC over the ICN; and students come to NICC for an eight-week intensive workshop in the state-of-the-art Dairy Center utilized by NICC.
- ◆ **Iowa State University (ISU) Joint Admission of Dairy Science students**—By agreement between NICC and ISU, NICC Dairy Science students are jointly admitted to ISU when they begin the Dairy Science program at NICC.
- ◆ **Respiratory Tech Agreement with Eastern Iowa Community College (EICCD)**—By agreement, EICCD students attend NICC's Respiratory Tech program and share program facilities to respond to EICCD area medical employment demands.
- ◆ **Surgical Tech Agreement with Kirkwood Community College (KCC)**—NICC has joined a number of community colleges to offer this KCC program on the NICC campus. Ten (10) NICC students take courses at NICC and by ICN at KCC for training in this career field.
- ◆ **Writing Partnerships with High Schools**—Area high schools participate in a writing project where the NICC Composition students and faculty critique the writings of high school students. This allows for growth in the writing skills of both groups.
- ◆ **CISCO**—NICC is the Regional Academy for 10 CISCO Academies in northeast Iowa high schools. These have proven very popular with high school students and provide valuable job skills.

- ♦ **Health Occupations Consortia**—Area high schools have joined in consortia with NICC to provide health education classes to high school students.
- ♦ **Dual Enrollment**—The number of 28E agreements with area high schools is greatly expanding to take college level classes to high school students.
- ♦ **Teacher Training/Industrial Technology**—A true 2+2 agreement is in place between NICC and Upper Iowa University so Industrial Technology teachers can obtain a license to teach.
- ♦ **BSN Nursing with University of Iowa**—Nurses from around northeast Iowa can now take University of Iowa coursework by ICN at NICC to get their four-year degree. This allows them to maintain their employment and further their education.
- ♦ **Luther College/Upper Iowa University/University of Dubuque – Upward Bound Grant**—NICC is applying for an Upward Bound grant with the support, cooperation, and assistance of these schools.
- ♦ **Girls on the Move**—This is a program NICC conducts to show young women the careers available to them, both traditional and non-traditional.
- ♦ **High School Relations**—NICC has hired a full-time high school relations coordinator to work with district high schools to set up cooperative programs.
- ♦ **Alternative High Schools**—NICC contracts to operate six Alternative High Schools for 15 area high schools.
- ♦ **Career Academies**—NICC is developing Academies for high schools in requested areas from CISCO, automobile technology, carpentry, welding, etc.

North Iowa Area Community College (NIACC)

NIACC Goal: Extend the reach of college resources through progressive partnerships with agencies and entities in communities served by the college

Strategies:

- ♦ **Tech Prep:** One hundred seventy-seven high (177) school students participated in 15 Tech Prep Programs during the academic year, 2001-2002. Seventeen (17) of the 24 Area II high schools have Tech Prep Programs.

NIACC instituted a new Nursing Tech Prep Hub in Britt in September 2001 in cooperation with Hancock County Memorial Hospital and four local high schools: West Hancock, Garner-Hayfield, Forest City, and Woden-Crystal Lake-Titonka. The Nursing Hub joins four others in the area – the Automotive Technology Hub in Clear Lake, the E-Commerce Hub in Forest City, the Information Systems Technology Hubs in Garner and Mason City, and the Manufacturing Technology Hub in Mason City.

- ◆ **Regional Academy:** In fall 2001, NIACC, in partnership with area high schools, instituted a Regional Academy to allow qualified students to complete part or all of their associate of arts or bachelor of arts general education requirements while still in high school using the strategy of Post Secondary Enrollment Options.

NIACC Goal: Enable individuals to complete the first two years of a baccalaureate program and, upon successful completion, to achieve efficient and effective transfer to senior colleges.

Strategy:

- ◆ **Articulation Agreements:** NIACC students in the Information Systems Technology (IST) Program can now reap long-term benefits through a new partnership between NIACC and Iowa State University. The articulation between the two institutions will permit graduates of NIACC's IST Program to transfer with junior standing into any of the eight majors in Iowa State's College of Business and graduate with a bachelor's degree by completing as few as 72 semester hours at the Ames campus.

Iowa Lakes Community College (ILCC)

Iowa Lakes Core Values:

We are a community partner.

- ◆ We believe in the importance of a shared sense of community among college programs, services and locations.
- ◆ We strive for effective collaboration and partnership among our various college constituents (e.g., business, industry, school districts, other higher education institutions, individual citizens).
- ◆ We believe we have a responsibility to be good stewards of public resources and the public trust.
- ◆ We will work for the common good.

Iowa Lakes' College-wide Goal:

- ◆ Provide leadership in anticipating and developing educational opportunity for our global community.
- ◆ Respond to the dynamic needs of our communities.

Iowa Lakes Objectives:

- Students are able to successfully transfer to senior division institutions.

Note: Please refer to Iowa Lakes Strategic Plan, *Vision In Action – Focus on Education*, for specific program, discipline and division goals supporting Iowa Community College goals and initiatives.

Northwest Iowa Community College (NCC)

Northwest Iowa Community College has been active in developing and establishing articulation arrangements with K-12 school districts and with universities and four-year colleges. Recently, NCC established a 2+2 agreement with Briar Cliff University for business, human relations, and accounting. Also, NCC is one of a seven-member community college consortium that offers an associate degree via the Internet.

Iowa Central Community College (ICCC)

◆ **Focus Area – Partnerships**

Goal 1: The college will meet the educational needs of area business and industries (apprenticeship, non-credit, and credit courses).

Goal 2: The College will cultivate current partnerships to facilitate direct transfer to four-year colleges/universities and develop additional partnerships with four-year colleges/universities to expand higher education opportunities.

◆ **K-12 – Dual Credit Information -- College Option for High School Students**

Iowa Central Community College has developed excellent relationships with the K-12 school districts to provide a broader more diversified menu of dual credit course offerings for high school student. Dual credit may be offered via the Postsecondary Enrollment Options Act or through a jointly administered contract (Project Earlybird) between the local high school district and Iowa Central.

The primary purpose of offering dual credit courses is to deliver high-quality introductory college-level courses to high-performance high school students. The following guidelines are followed:

- ◆ All faculty, whether full-time or adjunct, meet North Central Association of Colleges and Schools, Commission on Institutions of Higher Education standards.
- ◆ Project Earlybird contracted college credit course instructors are expected to attend designated staff development workshops.
- ◆ Faculties are expected to adhere to the departmental guidelines regarding attendance and student participation in Iowa Central competition day activities. For example, the annual Skills Competition Day is the way we tie it all together. Pre-competition Event: All dual credit students from Area V high schools take a pencil paper pre-test prior to the initial Skills Competition Day. Results of the pre-tests are mailed back to the high school instructors. Three to four students per high school program are invited on campus to participate in our annual Skills Competition Day. Up to 20 students per program from Area V high schools are accepted to compete at the initial Skills Competition Day.

- ◆ Faculty uses the Iowa Central course syllabus.
- ◆ Faculty adheres to the departmental guidelines for textbooks.
- ◆ Faculty ensures that the required academic coursework at contracted sites will be equivalent to or exceed on-campus expectations. All courses in the Iowa Central Project Earlybird program will be regular college courses catalogued and described in the current Iowa Central catalog. School districts must also include the Iowa Central course numbers, titles and course descriptions in the high school course guide.
- ◆ Faculty ensures that a periodic evaluation of student learning is mandatory with an assignment of a final grade in conformity with the Iowa Central Community College grading system.

Iowa Central Community College has a long-standing commitment to facilitating transfer to the regents and private colleges in Iowa and in surrounding states. Four-year colleges officially update transfer equivalency course guidelines when the college catalog is printed and sent to them. Transfer works well because the community college faculty and department chairs work with the four-year college faculty when new courses are developed.

If there are articulation concerns, discussion among four-year college transfer coordinators, the community college registrar, and the student resolves the problem. Department-focused articulation conferences are provided by the regents colleges. These conferences give faculty from both venues an opportunity to improve instruction.

Iowa Valley Community College District (IVCCD)

The district recently completed improving all the career-technical articulation agreements with University of Northern Iowa. 28E agreements have been signed with K-12 schools in the district to expand on articulation opportunities. Tech Prep hubs have been developed with all school districts to enhance articulation across Iowa's education system.

Hawkeye Community College (HCC)

HCC Strategic Plan Goal 1.18 is to enhance student retention through assessment, advising, mentoring, and orientation initiatives addresses the statewide initiative of articulation.

HCC Activities Update

- ◆ Worked to establish a longitudinal student database to support assessment activities. Through this process, curriculum revisions have been made regarding developmental courses and related credit offerings.

- ◆ Developed a tech prep initiative in the area of manufacturing careers, specifically Computerized Numerical Control, to enhance articulation from K-12 to the community college; i.e., HCC and on to the four-year university; i.e. UNI. A similar initiative is now being developed in the health careers area.
- ◆ Reviewed the college's transfer agreements with regents institutions, Wartburg College, and Upper Iowa University to provide current information to students interested in transferring to four-year institutions.
- ◆ Expanded articulation in agriculture with Iowa State University and other four-year institutions.
- ◆ Developed K-12 partnerships with area school districts in areas of dual enrollment; i.e. liberal arts and sciences and CISCO computer training.
- ◆ College faculty in the areas of communications, mathematics, and industrial technology met with Area VII secondary school faculty in the respective areas to develop enhanced articulation and advanced standing of students interested in skilled trades programs. These efforts are also being pursued in the health occupations areas.
- ◆ Emphasized articulation as an integral component of new program proposals in career education and career option offerings

Eastern Iowa Community College District (EICCD)

Initiative B relates to the EICCD Goal 6: College Transition—The EICCD assists students to effectively transition to and from the college. This is measured by results in job placement, transfer success and developmental education success.

The AQIP (Academic Quality Improvement Project) Transition Goal Team has identified the top schools to which most of the district's students transfer, including the three regents schools. The team has identified four process measures and four outcomes indicator to track and use for improving student transition from EICCD to receiver institutions. The outcome measures are: 1) cumulative transfer grade point average; 2) graduates' satisfaction level; 3) leavers' satisfaction levels; and 4) percentage of students obtaining four-year degrees.

Increased postsecondary programming and enrollment have been a result of EICCD's focus on meeting K-2 student learning needs and a more seamless education transition from feeder schools to EICCD.

The Teachnet system is a professional development model which connects teacher's workplace learning and environmental issues and related technology with contextual learning at the high schools and community colleges.

Kirkwood Community College (KCC)

Education Careers, Disabilities Services, and Early Childhood Education worked with Mount Mercy to reconcile course competencies with INTASC standards. Communication Media/PR added an articulation agreement with Wartburg College.

A Local Area Networking Academy was started in 14 area high schools. This 2+2+2 program articulates with the University of Northern Iowa (UNI). An accounting articulation agreement was signed with Northwest Missouri State. Students can earn an Associate of Applied Science in Accounting and additional credits at KCC to transfer 83 credits. They earn a four-year degree.

KCC has developed the concept of academies for our high schools programs. Students in the college's health academy can transfer 10.5-14.5 credits into a KCC health program.

KCC has continued the development of Career Academies that articulate with programs in the Industrial Tech department. AAS programs in Industrial Tech then articulate seamlessly with UNI's BA in Technology Management. Vertical articulation inside the Industrial Tech environment is effective, but horizontal articulation between areas is not as workable.

A NSF (National Science Foundation) Math/Science Partnership grant is being written to address some of the issues related to seamless transitions from one educational level to another. The partners in this grant include 20 school districts, Grant Wood AEA, KCC, and the University of Iowa. Additional partners in central Iowa may include DMACC and Drake University.

Kirkwood Community College has 18 credit courses in the Applied Science and Technology and Career Option area that articulate with high schools. To date, 236 individual articulation agreements have been signed for these courses with 39 school districts. Since the inception of articulated credit, 307 students have been approved for articulated credit totally 541 courses that are equal to 1,586 credit hours.

To simplify the articulation process, Kirkwood's web-site provides a special section on articulation with area high school. It provides the needed forms, processes, course competencies, assessment guidelines, and linkages with college departments.

The development of Career Edge Academy programs has dramatically increased the number of high school students that are eligible to earn articulated and/or dual credit while in high school. Career Edge Academies provide a planned, sequential experience that creates a seamless transition from high school to a wide range of Kirkwood programs.

Each year, high school and postsecondary faculty in the career area meet to review and/or articulation agreements.

Des Moines Area Community College (DMACC)

DMACC has developed articulation agreements with many of the high schools in our district, either through single agreements with a school, or more commonly, agreements with consortiums by county or geographic location. The number of agreements and students that participate grow each year. DMACC currently has agreements with 52 high schools in Area XI and work with nine separate consortiums. In addition to articulation agreements, DMACC offers five 2 + 2 Tech Prep programs in high demand industries tied to our ACE programs. DMACC has three full-time staff assigned to develop and monitor our high school program, which leads to few communication or articulation problems. In addition to the numerous Career Education shared or articulated programs, DMACC offers high school students in our district the opportunity to earn college credit in History, Calculus, English, Literature, Foreign Languages, Physics, and Earth Science.

DMACC also has articulation agreements in nearly 40 majors with the regents universities. DMACC also has articulation agreement with all the private colleges in Central Iowa, as well as cross enrollment agreements with Drake University, Grandview College, and Simpson College. DMACC and ISU recently started the PACT program with ISU that promotes seamless articulation from DMACC to ISU.

Western Iowa Tech Community College (WITCC)

WITCC Strategic Plan Goal 17, Objectives 1 & 2: Focus on partnerships, shared resources, and enhanced articulation with secondary schools and colleges. The objectives focus on: 1) collaborative efforts with regional four-year institutions; 2) improved advising for dual credit students enrolled under the Postsecondary Enrollment Options Act; and 3) skills assessment for students in area schools. Examples include agreements with Morningside and Wayne State Colleges, and strategies to improve advising in school-based dual credit programs (e.g. transcript information).

Iowa Western Community College (IWCC)

Academic Division Operational Objective #1. Review articulation agreements and determine where new agreements need to be made.

Iowa Western has excellent relationships with the local K-12 districts and Iowa institutions of higher learning. For years, IWCC has been involved with the K-12 schools through major state and federal initiatives such as School-to-Work, Tech Prep, Perkins, and Iowa Senate File 449. In addition, Iowa Western has entered in cooperative arrangements through its Honors Early Start program that offers IWCC college credit courses to district high school students and through Dual Credit arrangements. Iowa

Western has also participated with the local high schools through the Postsecondary Enrollment Options Act.

The college has articulation agreements with multiple four-year colleges and universities, including the regents institutions through the Associates in Arts Articulation Agreement. Iowa Western cooperates with other Iowa community colleges in offering joint programming, and by participation in statewide committees that fosters enduring support for common initiatives, and through review of curricula efforts to avoid unnecessary and inefficient duplication of programming.

Iowa Western's long relationships with the K-12 districts have resulted in positive relationships relative to articulation efforts. It's 36-year history of working cooperatively with four-year institutions has minimized articulation problems and issues. Concomitantly, the consortium agreement with e-College to offer an AA degree via Internet with six other Iowa community colleges accentuates how Iowa Western has been able to move forward on opportunities for the citizens.

Southwestern Community College (SWCC)

IASA (Iowa Arts and Sciences Administrators) Articulation Conferences

Each year, the deans and directors of Arts and Sciences from Iowa's community colleges, in cooperation with representatives from the three regents universities, organize and host a discipline-specific articulation conference. The most recent was held in Newton and focused on History; previous articulation conferences have focused on Agriculture, Computer Science, Sociology, Art and other disciplines.

Faculty from attending institutions is encouraged to discuss content and course delivery questions and concerns. From these meetings, continuing dialogue has been common with the establishment of listserv groups and statewide interest groups.

LACTS (Liaison Advisory Committee on Transfer Students)

The LACTS meets several times each year to discuss articulation questions involving students transferring from Iowa community colleges to the three regents institutions. Representatives from these institutions also meet annually to reaffirm articulation agreements and address issues. A recent topic of discussion has been changes in CLEP (College Level Examination Program) scores and awarding of credit.

Course Articulation Reviews

The growth of online courses has encouraged further review of peer institution courses and communication with transfer institutions. This new delivery method, as the ICN before it, has raised questions of course comparability both within and between colleges and has also provided the means for more efficient sharing of course design and content information.

Within Southwestern, new proposals for courses must be submitted to transfer schools for articulation review and approved by a Curriculum Committee. Additionally, a subcommittee of the Technology Committee must approve proposals for new online courses. These are also sent to cooperating online community colleges (ICCOC, Iowa Community College Online Consortium) for review.

Articulation Agreements

SWCC has articulation agreements with each of the K-12 school districts participating in the tech prep programs. These agreements are updated annually. Southwestern also sponsors workshops to review curriculum with college faculty and K-12 instructors.

SWCC also is in the process of developing articulation agreements with the University of Northern Iowa, Northwest Missouri State University, and Bellevue University. These agreements will focus on the transferability of on-line classes as well as career education course work.

Course Numbering

The community colleges are in the early stages of taking on development of a common course numbering system. The project will enhance articulation between the colleges.

Nursing

The University of Iowa has indicated plans to offer courses towards a Bachelor's degree in Nursing (BSN) at the Red Oak Technology Center. In combination with the Licensed Practical Nursing (LPN) program at Iowa Western Community College's Clarinda campus and Southwestern's Registered Nursing (ADN) program in Red Oak, the University of Iowa program will provide students in southwest Iowa a comprehensive nursing curriculum sequence.

Research and Development

Objective

F. Expand coordination of educational programs with the local education agencies (LEA's), area education agencies (AEA), and four-year institutions.

G. Study the concept of a regional vocational curriculum, to include a Technical Preparation Center.

Indian Hills Community College (IHCC)

Tech/Prep:

In the 2001-2002 school year, 13 of the 23 K-12 school districts in Area XV offered health related courses. There were of total of 192 high school enrollments in these courses. The courses offered included Medical Terminology, Nursing Care I (Nurse Aide), and First Responder. These courses articulate into the following Diploma and Associate Degree Programs at Indian Hills Community College.

- ◆ Associate Degree Nursing
- ◆ Emergency Medical Technology
- ◆ Health Information Technology
- ◆ Medical Transcriptionist
- ◆ Physical Therapist Assistant
- ◆ Practical Nursing
- ◆ Radiologic Technology

A total of eight school districts (two Area XV school districts and six other districts) maintain articulation agreements for early childhood course offerings. In addition, an articulation agreement was developed with SEIDA Head Start for childcare workers who hold the Child Development Associate (CDA) credential.

An articulation agreement for Indian Hills Early Childhood Associate graduates was developed with the College of Family and Consumer Sciences at Iowa State University in Ames, Iowa. This agreement allows Indian Hills Early Childhood Associate graduates to transfer a maximum of 74 semester hours of credit into the Early Childhood Education Program at Iowa State University.

IHCC, Plans for Excellence Related Goal(s):

- ◆ Increase enrollment in the High School Health Occupation Courses.
- ◆ Develop linkages with the Childcare Resource and Referral and SEIDA Head Start to coordinate efforts in providing training for Child Care Community (directors and family day care providers)

Indian Hills has established a high school college study program whereby area high school students may enroll in arts and sciences or technical college credit courses. These college classes are offered on-site at the local high school, over the ICN, at the local county seat education service centers, or on the Ottumwa and Centerville Campuses. With such a variety of enrollment options, high school students are afforded a high level of accessibility and convenience. Often tuition is reduced as a result of a contract of educational services arrangement between Indian Hills and the local high school.

When high school students under the age of 18 are enrolled in college credit classes at IHCC as parent pay and not sponsored under the Postsecondary Enrollment Options Act, a "Youthful Applicant" interview process is conducted. The interview involves all parties. The high school gives permission to the student to be enrolled in college level classes. The parents and the student attend the interview together. Indian Hills conducts this interview. The interview covers obligations, responsibilities, rules, policies, and situations that all college students are required to know about, and those services that are especially valuable for high school students. This interview is considered a positive activity that strengthens the partnership between high school, parents and the college, thus benefiting the student in a variety of ways.

IHCC, Plans for Excellence Related Goal(s):

High School College-Study Program: Expand the area-wide campaign to increase enrollments in IHCC high school dual-credit classes, and to increase the number of classes for 2001-2002. The target goal is a 10 percent year-end increase in number of classes and a 10 percent increase in overall enrollments over 2000-2001.

IHCC has, in accordance with the State Plan for Education Excellence (1992), incorporated articulated course offerings into technical programs to enable students to move easily and smoothly from one educational program to the next.

IHCC adheres to the following framework when discussing articulated course and program offerings. Articulation describes a "planned process linking two or more educational systems to help students make a smooth transition from the secondary level of occupational or academic training to the two- or four-year postsecondary level or to apprenticeship, without experiencing a delay or duplication of learning" (A New Vision for Vocation-Technical Education in Iowa, February 3, 1992).

IHCC, Plans for Excellence Related Goal(s):

Improve communication across Iowa's education system with regard to dual credit and articulated course offerings.

Objective: Facilitating improved communication will assist in expanding the dual credit and articulated course offerings with secondary and postsecondary institutions.

The Arts and Sciences Division of IHCC maintains transfer agreements with many public and private institutions in Iowa and the surrounding states. An agreement with the state universities in Iowa allows students to transfer completed Associate in Arts degrees. The agreement requires that transferring students maintain a minimum grade point average of 2.0 in all courses. Articulation agreements are reviewed on a regular basis.

IHCC, Plans for Excellence Related Goal(s):

To maintain current articulation agreements with public and private institutions in Iowa to allow the smooth transfer of IHCC students into four-year degree programs awarding the baccalaureate degree. To initiate a comprehensive curriculum review and development process.

Southeastern Community College (SCC)

- ◆ Articulation from high school to college courses coordinated by the Regional School-to-Career Coordinator. Meetings are held with administrators and instructors to facilitate articulation.
- ◆ Articulation from SCC to other colleges is coordinated by one primary contact person in Student Services. Several new agreements were established in 2001-2002.
- ◆ Resolution of articulation problems works well with each regent university having one primary contact person and SCC having one primary contact person.
- ◆ Seamless articulation in vocational technical programs works only for those regent universities that have a similar program.
- ◆ SCC has recently created an official Articulation Coordinator position (1/2 time) to specifically develop and oversee the articulations held with other higher education institutions.
- ◆ Several Career Education programs, previously viewed as more “terminal” programs at SCC, are now articulated to four-year institutions.
- ◆ Advisors meet on a regular basis with regional four-year institutions in the state via teleconference to communicate and approve current articulations.
- ◆ SCC has a position specifically dedicated to Career Education Recruitment. This position is responsible for coordinating visits for SCC faculty to area high school classrooms, and for coordination of “SCC Day” to promote career education opportunities.
- ◆ In the last year, a matrix of career pathways was created from a major partnership with K-12’s and a committee of business and industry representatives. The matrix includes the language arts, math, science, social science, and career and technical courses students need to take to prepare for careers in agriculture science and natural resources; arts, media, and communication; business/information systems and marketing; health services; engineering and industrial technology; and family, consumer, and human services. The matrix included a list of employability skills that area employers expect in entry-level workers.
- ◆ SCC has position specifically dedicated to tech-prep/school-to-work. This position reviews and updates high school/SCC articulations for career education/technical courses. The position is also responsible for coordination of dual-credit opportunities with regional K-12 schools. SCC is in the process of developing these dual-credit opportunities in the Arts/Science disciplines as well.
- ◆ SCC admissions staff visits area high schools and promotes PSEO (Postsecondary Enrollment Options) opportunities and assist students in registering for these classes.
- ◆ Four-year institutions send transfer advisors for regular visits to SCC to assist transfer students.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative C: Provide incentives to develop partnerships between local community colleges, other educational entities, and K-12 districts.

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Department of Education Response

Ag Alliance—The Department of Education is cooperating with this partnership among community colleges to create a common curriculum to assist in the articulation of students in order to allow students to move seamlessly from one community college to another.

Tech Prep Programs—Tech Prep programs are being developed and implemented in partnership with the community colleges and secondary school districts. A total of 433 school districts are participating with 15 community colleges in 80 programs. These programs are competency-based, articulated, and provide a sequential course of study providing technical preparation. Tech Prep is a structured education/career program that combines at least two years of secondary education with an Associate of Applied Science (AAS) degree or a Bureau of Apprenticeship Training (BAT) program in a non-duplicative, sequential course of study in a career field. These programs lead to an Associate of Applied Science (AAS) degree or a BAT skill certificate, and a high-skill, high-wage career. Tech prep represents a rigorous and innovative educational strategy to preparing students for entry into the labor market, particularly the technician/technologist sector.

Community College Responses

Northeast Iowa Community College (NICC)

College Goal: To work in partnership with public and private entities, both rural and urban, to facilitate and balance economic growth, community development, environmental protection, and educational opportunities.

Activities: (These are in addition to others already mentioned that may relate.)

- ◆ **CISCO Program**—NICC assists in the training and equipment acquisition for CISCO Academies in northeast Iowa.
- ◆ **Cresco Center**—Responding to community needs, NICC is renting a \$1.5 million technology and classroom center in Cresco to provide vocational and transfer classes to students and citizens of the Howard-Winneshiek School District.
- ◆ **Oelwein Center**—NICC is equipping an ICN room and two classrooms at the new Enrichment Center being constructed in Oelwein for college classes.

- ♦ **Tech Prep AEA Partnership** – NICC and the Keystone Area Education Agency work together to deliver Tech Prep program activities throughout this area.
- ♦ **Continuing Education Activities** – The Continuing Education Division of NICC works with business, industry, and organizations in every community in the district to develop and promote specific education and training programs in their towns.

North Iowa Area Community College (NIACC)

NIACC Goal: Extend the reach of college resources through progressive partnerships with agencies and entities in communities served by the College.

Strategy:

High School Partnerships and Programs—NIACC hosted the Agriculture-Business-Entrepreneurship-Industrial Career Academy in November 2001. Over 400 juniors and seniors from 24 area high schools attended. The Area II Career Readiness Council, Northern Trails Area Education Agency, NIACC, and north Iowa businesses sponsored the event.

In February, NIACC sponsored Taste of College Night, a career exploration event, for Mason City High School sophomores and their parents. Approximately 400 students, parents, and NIACC staff members participated.

On May 8, 2002, NIACC hosted approximately 1,500 high school juniors and seniors from 26 high schools in north Iowa for its Annual Career and College Fair. More than 55 different careers and 70 postsecondary educational institutions were represented. College/Career Day is sponsored by NIACC, Northern Trails Area Education Agency, and the Workforce Development Partnership.

Other career exploration partnership strategies include Manufacturing Technology Night and Automotive Technology Night. Both events were well attended by students and their high school instructors.

In June 2002, staff development for high school Industrial Technology teachers will be facilitated by NIACC in the areas of Building Trades, Mechanical Design, and Climate Control. High school Health Occupations teachers will meet in June with staff from Mercy, Regional Health, and NIACC for a full day of curriculum planning and networking. During the past school year, the high school and NIACC business instructors met twice to share instructional strategies and to network. Agriculture instructors met last fall with NIACC instructors to discuss curriculum and networking.

Iowa Lakes Community College (ILCC)

Iowa Lakes Core Values:

ILCC is a community partner.

- ◆ ILCC believes in the importance of a shared sense of community among college programs, services and locations.
- ◆ ILCC strives for effective collaboration and partnership among our various college constituents (e.g., business, industry, school districts, other higher education institutions, individual citizens).
- ◆ ILCC believes they have a responsibility to be good stewards of public resources and the public trust.
- ◆ ILCC will work for the common good.

Iowa Lakes College-wide Goals:

- ◆ Respond to the dynamic needs of our communities.

Iowa Lakes Objectives:

- ◆ Continue to expand shared programs, dual credit offerings, and college prep courses.
- ◆ Annual updates of articulation agreements.
- ◆ Web pages for Tech Prep, articulation process and agreements.
- ◆ Maintain quality and consistency in off-campus courses.
- ◆ Complete NATEF (National Automotive Technician Education Foundation) and Ford Certification processes in the Iowa Lakes Community College Automotive Technology Program at the Algona High School.
- ◆ Promote Tech Prep staff development activities with both college and high school staff.
- ◆ Expand Iowa Lakes' web page for secondary programs.
- ◆ Increase marketing tools to area high schools on Tech Prep programs.

Note: Please refer to Iowa Lakes Strategic Plan, *Vision In Action – Focus on Education*, for specific program, discipline and division goals supporting Iowa Community College goals and initiatives.

Northwest Iowa Community College (NCC)

NCC has been fortunate to establish good relationships with area K-12 schools. Numerous 28E agreements have been developed so high school students can take NCC college level credit courses. The incentives to forge these ventures are: weighted funding for local schools, local schools meeting student learning needs, and students graduating from small rural schools having the academic preparation to perform at community colleges, four-year colleges, and universities.

Iowa Central Community College (ICCC)

♦ Focus Area – Partnerships

Goal 1: The college will meet the educational needs of area businesses and industries (apprenticeship, non-credit, and credit courses).

Iowa Central continually seeks methods to create partnerships with other community colleges, educational entities, the area education agency and K-12 schools. The college has utilized funding from the Iowa Department of Economic Development to create partnerships with community colleges.

Team with neighboring community colleges in offering training to similar business and industries or business and industry that crosses college districts. An example would be Lean Manufacturing, carpentry apprenticeship programs, leadership, and manufacturing skills. ICCC has worked with Des Moines Area Community College, North Iowa Area Community College, and Iowa Lakes Community College.

Five (5) agribusinesses in north central Iowa have partnered with Iowa Central Community College, Des Moines Area College, and North Iowa Area Community College to form a training consortium known as the Coop College. This consortium of agribusiness identified common needs for training their current workforce. The training will allow agribusinesses to coordinator resources of training providers and customize the curriculum to impact the greatest number of individuals within their organizations. An advisory group was formed and meets on a quarterly basis.

Manufacturers of Webster City and Hamilton County partnered with Iowa Central Community College and formed a manufacturing consortium. Six (6) manufacturers joined together for the purpose of cutting training costs while providing quality training. An advisory committee meets to determine the training and the training effectiveness.

Iowa Central Community College is a partner with One Source Training. This is a centralized clearinghouse of Iowa community colleges to be used for the delivery of statewide corporate training projects. An opportunity to provide training statewide for statewide business and industry.

Iowa Central Industrial Training and Economic Development work with the IMEP Account Manager. This allows Iowa Central to work closely with Iowa State University and the University of Northern Iowa in the delivery of industrial training and services.

Economic Development 260F funds are used to develop and implement a training program for local farm cooperatives that have branch offices in three community college districts. Training programs included semi-truck driver evaluation, leadership training, computer classes, employee safety courses, electrical maintenance, and forklift safety training.

Organized a semi-truck driving program recruiting and marketing plan with several community colleges. Students attend classes at Iowa Central and return to their home area for employment.

The college has in place a cooperative agreement with 30 area public school districts to provide non-credit classes for all residents in Area V. The net proceeds from the classes are split 50-50 with the school districts.

The college houses the RN-BSN program from the University of Iowa on the Fort Dodge campus for Associate Degree Nursing-Registered Nurse professionals seeking a BSN. ICCC's nursing program at our Storm Lake Center is located on the Buena Vista campus at no cost for space.

ICCC has initiated an ag program, which had been closed for a number of years, by working directly with Iowa State University.

ICCC also shares space, staffing, and technology with Arrowhead Area Education Agency.

Iowa Valley Community College District (IVCCD)

The district has provided incentives, such as 28E agreements and block scheduling for Tech Prep hubs, to expand partnerships with local K-12 districts. Also, the district has provided on-campus office and classroom space for four-year institutions to offer degree completions programs.

Hawkeye Community College (HCC)

HCC Strategic Plan Goal 1.1 is to enhance current and develop new internal and external partnerships. In addition, the HCC Strategic Plan Goal 1.21 is to provide a visible presence in communities throughout Merged Area VII addresses this initiative.

HCC Activities Update

- ◆ Conducted a survey of current formal and informal internal partnerships, including identifying purpose and key personnel involved.
- ◆ Conducted a survey of current formal and informal external partnerships, including identifying purpose and key personnel involved.
- ◆ Disseminated data from survey to academic affairs division as a resource for teaching and administration.
- ◆ Developed articulation between local K-12 districts and HCC for CISCO networking academy participation, including support of K-12 instructor training opportunities.
- ◆ Donated used computing equipment to Area Education VII for distribution to local school districts.

- ◆ Addressed the need for a unified approach by Iowa's community colleges in agriculture training and agriculture related industries.
- ◆ Established satellite centers in the service area; i.e. Cedar Falls, Grundy Center and Sumner. Currently, a satellite center is being established in Independence and consideration is being given to a center in Waverly.

Eastern Iowa Community College District (EICCD)

Initiative C relates to the EICCD Goal 1: Access—The EICCD provides life-long learning opportunities to meet the academic, economic, cultural, and social needs of the community. This is measured by enrollment for credit and noncredit.

A key factor of EICCD's success is the development and maintenance of partnerships with other institutions and agencies to further enhance its ability to serve students and stakeholders. These relationships include: 1) the 29 high schools in the district; 2) Iowa regent universities and other four-year institutions, which involves articulation agreements for transfer students; 3) other community colleges, with which EICCD has reciprocal agreements to eliminate duplication of programs to provide students with additional program opportunities, often at in-state tuition rates; and 4) international organizations such as the Community College International Consortium and the American Council on International and Intercultural Education to provide students and faculty with opportunities for study abroad.

Several national relationships have been developed through the Advanced Technology Environmental Education Center (ATEEC), a center developed with National Science Foundation funding. The district has developed important relationships with businesses in the area with which students are placed in clinical programs, internships, and apprenticeships. Local community partnerships are formed to provide community learning opportunities such as health fairs, citizen's police academies, and chamber of commerce leadership institutes.

Kirkwood Community College (KCC)

Career Academy in Early Childhood Education with Linn-Mar High School will improve seamless articulation to higher education.

The Making a Difference Program, funded by the Office of Special Education, Washington, D.C., certifies paraeducators in special education classrooms and introduces high school students to areas of special education, human services, and working with people who have disabilities. In year three and four of the grant, the model called for engaging other Iowa community colleges to initiate the same program. Thus far, KCC has five.

High school faculty are offered academy course content training at no cost by Kirkwood Community College. In most cases, the K-12 faculty are paid a stipend to attend training sessions.

KCC has developed a partnership with an additional three community colleges for their Surgical Technology program. This consortium will begin fall 2002

KCC is currently discussing partnering with Indian Hills Community College in a new Bioprocessing Tech program. KCC is also partnering with a number of community colleges in the Skilled Trades program. In recent attempts to land NSF (National Science Foundation) funding, KCC has partnered with a variety of entities, including K-12 and the University of Iowa.

See NSF Math/Science Partnership grant description listed above (1.B). Other examples include the work being done with the Career Edge Academies and Workplace Learning Connection.

The Career Edge Academy programs have been designed in partnership with local school districts and business partners to develop our future workforce. Several incentives have been developed to support and sustain this partnership, including:

- a. Securing of corporate funding from Rockwell-Collins and McLeod/USA to underwrite development, equipment, and staffing costs for select Career Edge programs.
- b. Securing of state program approval in order to be eligible to receive vocational program reimbursement.
- c. Potential to supplement the high school curriculum and be eligible for supplemental weighted funding.
- d. Securing of scholarship funds which allow students to continue their education at KCC.
- e. Serving as the Tech Prep fiscal agent and providing district-wide leadership to these funds to develop, implement, and improve career and technical education.

Des Moines Area Community College (DMACC)

The incentive for DMACC's partnerships is to provide courses and programs to students that meet their academic and career needs. DMACC believes their partnerships with their local districts and four-year institutions have been designed to effectively meet the needs of the students in their district.

Western Iowa Tech Community College (WITCC)

It seems incentives are the responsibility of the legislature.

Iowa Western Community College (IWCC)

Strategic Planning Assumption #9: Cooperative agreements involving economic development initiatives, work sites, joint programs and gifts from business, industry, and individuals can enhance the resources of Iowa Western Community College.

Iowa Western assumes a proactive stance with its professional staff. For example, in the development of the e-College consortium faculty were allotted reassignment time from normal class loads to learn the technology required to develop web based courses. They were also initially paid to complete development of the web-based curricula.

Participation in partnership activities can lead to promotion within the faculty ranks, as well as promotion to administrative leadership positions within the college. Since 1995, a number of faculty and staff have attended the National Institute for Staff and Organizational Development (NISOD) held in Austin, Texas, perhaps the most prestigious conference for community college professionals held annually. Individuals from IWCC are selected to attend NISOD on the basis of their outstanding accomplishments and dedication to the community college movement. This includes teaching excellence, innovative ideas and programming, and strengths with collaborative relationships.

Other incentives include participation at other national conferences and local/state meetings, nomination for the annual Employee Recognition Awards, as well as recognition at all staff assemblies for the College's "Moment of Truth Award." This is given to an employee who has demonstrated excellence in the pursuit of his/her duties as well as those who have shown compassion in their work for the less fortunate.

Southwestern Community College (SWCC)

Bellevue University, Buena Vista University, and Graceland University

Area XIV students have access to a number of bachelor's degree programs at Southwestern's Creston and Red Oak campuses, offered by three private universities. Evening courses offered in Creston at the main campus provide students a direct transition from Southwestern's evening program to course from either Buena Vista University or Graceland University.

Red Oak Technology Center

Through partnerships with the Red Oak Industrial Foundation, Red Oak Community School District, Bellevue University, Buena Vista University, and Southwestern Community College, a one-stop educational center will be available to all Red Oak area students this fall. A variety of secondary, community college, and baccalaureate programs will be offered in one building.

28E Agreements and Tech Prep

Southwestern Community College works annually to accommodate the educational needs of area high schools. Meetings are held in the fall of each year with counselors and administrators to determine which tech prep programs and arts and sciences classes can be offered.

Fifteen (15) area school districts will participate in Tech Prep programs next year. The Tech Prep programs Southwestern will make available include: Business Systems Networking, Automotive Mechanics Technology, Ag Chemical Applicator Technology, and Carpentry.

Research and Development*

Objective

F. Expand coordination of educational programs with the local education agencies (LEA's), area education agencies (AEA's), and four-year institutions

G. Study the concept of a regional vocational curriculum, to include a Technical Preparation center

*Relationship to SWCC's local plan to the statewide plan, "Shaping the Future."

Indian Hills Community College (IHCC)

A partnership between Kirkwood Community College, Northeast Iowa Community College, Southeastern Community College, Indian Hills Community College, and Allen College in Waterloo is being developed to offer the Surgical Technology Program via a variety of teaching modalities including ICN, starting in the fall of 2002.

On August 10, 2001 the Iowa State Board of Education approved a secondary jointly administered health and medical program between Indian Hills Community College, Cardinal Community School District, Fox Valley Community School District, Harmony Community School District and Van Buren Community School District. As a result of this agreement, a Medical Terminology course was offered in the fall semester 2001; and Nursing Care I and First Responder were provided in the spring semester of 2002. There was a total enrollment of 55 students in these courses.

IHCC, Plans for Excellence Related Goal(s):

Restructure the Health Customized Learning Department that includes Nurse Aide and other short-term health occupations programs.

Objective—Assess the need for Nurse Aide and related health programs and develop a plan to meet the educational requirements of consumers.

Increase enrollment in the High School Health Occupations Courses.

- ◆ 3M—Company requested that IHCC recruit laser students from their geographic to increase their chances of hiring our graduates. (“First year I was able to participate in 8th grade career fair, next year same counselor invited me to Vocational Career Center, third year company representative accompanied one of IHCC’s staff members to classroom visits at the high school, fourth year Department Chair, and staff members traveled to Vocational Career Center to arrange articulation agreements, since the fifth year I have been participating in annual career fairs at the high school, the Vocational Career Center and a regional career fair at the U. of MO.’s Hearn Center [25+ high schools].”)
- ◆ The Ingersoll Milling Machining Company—Company requested that IHCC participate in career fair sponsored by Rockford Association for Minority Management (300+ ethnic students from area high schools), recruited students from area and arranged scholarships through company, arranged for recruitment department to visit several of these high schools individually.
- ◆ PolarFab—Arranged for IHCC’s Marketing/Recruitment department to participate in technology career fair and high school visits.
- ◆ Program specific scholarships arranged from Cargill, Communications Engineering, Genesis Systems Group, and Rockwell Collins.

Southeastern Community College (SCC)

- ◆ Refer to attachment A via SCC for a comprehensive response from the Regional School to Career (STC) Efforts: Area 16 Highlights.
- ◆ In addition to the Iowa regent Universities, SCC has articulation agreements with the following:
 - a. Carl Sandburg College
 - b. Culver Stockton College
 - c. Drake University
 - d. Hannibal LaGrange College
 - e. Iowa Wesleyan College
 - f. Monmouth College
 - g. Mt. Mercy College
 - h. Mt. St. Claire College
 - i. N.W. Missouri State University
 - j. Palmer College
 - k. Quincy College
 - l. Simpson College
 - m. Southern Illinois University
 - n. Truman State University
 - o. Western Illinois University

- ◆ SCC, Indian Hills Community College, and Northeast Iowa Community College have joined Kirkwood Community College to provide a Certificate/Degree program in Surgical Technology. Lectures will be provided via ICN and Clinical at the local site.
- ◆ SCC has a reciprocal agreement with Carl Sandburg College (Illinois) to provide curriculum in programs that SCC does not offer.
- ◆ SCC and the area education agency (AEA XVI) offer the Secondary Transition Education Program (STEP) a transition program for special education students to enroll in college.
- ◆ Seven (7) community colleges form the Iowa Community College Online Consortium with SCC as the administrative site. A recent NCA (North Central Association) visit has granted approval for all colleges to provide an online Associate Degree.
- ◆ SCC and AEA XVI have combined to provide curriculum to offer certification for Paraeducators. The curriculum was developed through a grant from Kirkwood Community College.
- ◆ An Early Childhood curriculum was developed in cooperation with Head Start and Iowa Wesleyan College. The courses lead to an AA and potential BA to satisfy federal guidelines for Head Start teachers.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative D: Partner, as requested, with K-12 districts that provide alternative high school education as a means of providing greater opportunities for students.

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Initiative D: Partner, as requested, with K-12 districts that provide alternative high school education as a means of providing greater opportunities for students.

Department of Education Response

Choices—Alternative schools, local school districts, and community colleges utilize the Choices computer programs supported by the Department of Education to help students become aware of career opportunities.

School Improvement Visits—Alternative schools are included in the school improvement visits where programs are reviewed and reported upon by Department of Education consultants. Consultants participated in school improvement visits at alternative schools.

Community College Responses

Northeast Iowa Community College (NICC)

College Goal: To work in partnership with public and private entities, both rural and urban, to facilitate and balance economic growth, community development, environmental protection, and educational opportunities.

Activities: (These are in addition to others already mentioned that may relate.)

- ◆ **Kuder Career Inventory**—NICC has licensed and will provide at no charge, the Kuder Career Inventory and Internet-based technology to each of the 68 public and private schools in the NICC district with grades 7-12.
- ◆ **Alternative High Schools**—NICC contracts to operate six Alternative High Schools for 15 area high schools.
 1. Western Dubuque
 2. West Delaware
 3. Education Options (New Hampton)
 4. Calmar
 5. Clayton County
 6. Oelwein

- ◆ **Tech Prep**—NICC and the AEA have a partnership to deliver Tech Prep services.
- ◆ **Regional Planning Council**—NICC serves on the Regional Planning Council for Area 1 which plans Tech Prep and School-to Work activities.
- ◆ **PAVE**—This is a program at NICC that is a secondary special education program for selected students. Students attending PAVE have the opportunity to participate in NICC courses and explore vocational programs.

North Iowa Area Community College (NIACC)

NIACC Goal: Extend the reach of college resources through progressive partnerships with agencies and entities in communities served by the college.

Strategy:

Alternative High School Partnerships: North Iowa Area Community College has a long history of forming innovative educational partnerships with local schools. At the request of local school districts, NIACC joined two new partnerships to develop and coordinate local alternative high schools. North Iowa Alternative High School opened in August of 1996 in Thompson, Iowa, as a partnership between NIACC, Forest City High School, Lake Mills High School, North Iowa High School at Thompson, and Woden-Crystal Lake-Titonka High School in Crystal Lake. New Horizons Alternative High School opened in August 1997 in Garner, Iowa, as a partnership between NIACC, Garner-Hayfield High School, Clear Lake High School, Ventura High School, and West Hancock High School in Britt.

The local school district administrators designed the basic philosophy and procedures of the school, and the community college agreed to provide the day-to-day administration of the school and to serve as fiscal agent. The local school district administrators required an academically rigorous curriculum directed toward the essential learnings of the traditional delivery system. Courses are expected to take about 40 student hours to complete, and student work must meet quality standards before the student continues through the course.

Iowa Lakes Community College (ILCC)

Iowa Lakes' Core Values:

ILCC is committed to developing the integrity, self-worth, well-being, and potential of all learners.

- ◆ ILCC believes in encouraging students from all ages, backgrounds, interests and talents to challenge themselves educationally, by completing courses at Iowa Lakes Community College.
- ◆ ILCC believes they have a responsibility to foster personal growth among all learners.

Iowa Lakes' College-wide Goals:

- ◆ Provide leadership in anticipating and developing educational opportunity for our global community.

Iowa Lakes' Objectives:

- ◆ Establish an active advisory committee for East Fork Alternative High School.
- ◆ Implement smoking cessation programs at East Fork and Laker High Schools with state grant monies.
- ◆ Relocate West Alternative High School adjacent to the college in new remodeled facilities at the Clay County Center in Spencer.
- ◆ Locate additional classroom space for Five Island Alternative High School.
- ◆ Continue to emphasize the importance of Alternative High Schools to the public and school officials.
- ◆ Update curricula and technology to ensure currency of materials and equipment to meet changing needs of graduates to prepare students transition into employment and/or college.
- ◆ Establish a long term funding agreement with local districts to ensure the future of the alternative high schools.
- ◆ Continually assess methods of retaining student in the high schools to graduation.
- ◆ Improve methods of recruiting dropouts.
- ◆ Revitalize advisory committees to ensure more active roles in assisting the alternative high schools to be successful in serving students.
- ◆ Continue to establish a process of measuring student academic growth in the alternative high schools.

Note: Please refer to Iowa Lakes Strategic Plan, Vision In Action – Focus on Education, for specific program, discipline and division goals supporting Iowa Community College goals and initiatives.

Northwest Iowa Community College (NCC)

Five (5) years ago Northwest Iowa Community College established an alternative high school at the request of area high school administrators. This year, a part-time option was implemented on a trial basis with one high school.

Iowa Central Community College (ICCC)

- ◆ **Focus Area – Partnerships**

Plan of Action 2: Promote programs and/or classes to target markets.

The Student Success Center offers 56 high school credit classes in a guided study format at its Storm Lake and Fort Dodge centers. Area high school students take these classes for credit transfer to their local schools or to earn an Iowa Central adult high school diploma. These classes are also taken to update the student for college or a career.

The college maintains 28E agreements with Eagle Grove Community Schools and Webster City Community Schools in order to provide alternative high schools at the Iowa Central campuses in those communities. The college has provided Student Success high school curriculum, Internet access, and classroom space for these centers. The Webster City alternative school facilitator is an employee of the college.

The Student Success Center (SSC) offers academic assistance to students who need help outside of the regular classroom. Services for any Iowa Central student includes tutorial assistance, the creation of study groups, study skills and time management ideas, computer assistance, career information, and special needs accommodations. The SSC also serves as an alternative high school and offers 60 high school courses all year long for students who are behind in their coursework or who want to move ahead. These high school courses can also be used by individuals for enrichment work and self-improvement. This center also is a testing site, offering COMPASS/ASSETT testing for initial assessment of entering students, GED, CLEP, EMS (emergency medical service), NCIC (dispatcher testing), guided self-study and Internet, correspondence, and dental assistant and dental certification testing. Finally, the staff works with developmental education in overseeing the assessment of entering students to see if they need developmental work and offering the developmental math course, the Language of Math. Finally, the SSC is a support service which aids in the retention of students so they can eventually reach their academic and career goals.

Iowa Valley Community College District (IVCCD)

IVCCD partners with five area high schools to deliver alternative high school education. In addition, other schools send students on a case-by-case basis under an agreement to take students when space is available and with a tuition charge.

IVCCD's goal is to continue to serve this population of high school age student in partnership with area high schools with continuous quality improvement. Under the current budget constraints at all levels of education IVCCD does not expect to expand the number of partnerships, instead they are focusing on meeting the diverse needs of the students enrolled with even greater quality and efficiency.

IVCCD will be looking at how they can better utilize other resources already available at the community college, providing more job readiness skills, and how the college can retain a higher percentage of students to completion.

Hawkeye Community College (HCC)

This statewide goal is not referenced in the HCC 2000-2004 strategic plan.

However, HCC is already providing alternative high school education in Grundy Center, Independence, and Sumner.

Eastern Iowa Community College District (EICCD)

Initiative D is included in the EICCD Goal 1: ACCESS—The EICCD provides life-long opportunities to meet the academic, economic, cultural, and social needs of the community. This is measured by enrollment. All three colleges maintain an alternative high school program with local high schools to serve these students needs.

Kirkwood Community College (KCC)

Kirkwood has collaborated with K-12 districts in the development of four alternative high school programs. Each program has been designed to meet local district needs, to award a local district's high school diploma, and to emphasize academic, personal, and career development. The programs include:

- a) NewDirections - Cedar County
- b) ECHO - Iowa County
- c) ASSURE - Washington County
- d) Jones County Alternative High School - Jones County

Kirkwood provides a high school completion program in partnership with K-12 districts at 11 locations through the Kirkwood service area. Students transition from a traditional high school to earn their diploma through Kirkwood. The program emphasizes academic, career, and personal development so that students can successfully continue their education or enter the workforce.

Des Moines Area Community College (DMACC)

1D

DMACC partnered directly with Newton and Indianola Public schools to offer alternative programs to high school students until legislation changed the funding mechanism, and it became economically impossible continue the partnerships. DMACC continues to be involved with both of those districts through GED and DMACC high school diploma support.

DMACC also continues to direct the AEA 11 Youth-at-Risk (YAR) consortium to provide high school students with an opportunity to complete high school. DMACC serves over 800 students in the YAR program each year. After completion of the high school component, students may participate in our YAR Learning Communities where

students attend courses and are provided support by advisors, counselors, and tutors. Students will have two free classes paid out of YAR consortium and may earn scholarship money at the end of the first semester.

Western Iowa Tech Community College (WITCC)

Alternative high school programs are not currently addressed as strategic issues.

Iowa Western Community College (IWCC)

Strategic Planning Assumption #14. A sizeable number of IWCC's students will be unable or/unwilling to do standard college-level work upon entry to college.

Iowa Western works with Area XIII high schools to provide seven alternative high schools. The intent is to have at least one alternative high school in each county. Each high school in the county can then refer students to the alternative schools. The superintendents in the counties serve as the steering committee to help guide the programs and processes. Iowa Western provides combined staff development activities to instructors and combined student activities for the students.

Southwestern Community College (SWCC)

Alternative High School Education: Southwestern Community College does not currently administer alternative high school education for any Area XIV school districts. However, college staff did work with Clarke Community School District in the development of a lease agreement for usage of community college facilities to house their alternative school.

In addition, community college staff has developed a campus visit day tailored for students who have chosen an alternative high school education. Workshops and speakers are made available to answer students' questions about program availability, application and admissions procedures, and financial aid.

In prior years, the college has been involved with joint administration of two alternative high school programs. These were discontinued due to modifications in funding from the state.

Research and Development*

Objective

F. Expand coordination of educational programs with the local education agencies (LEA's), area education agency (AEA), and four-year institutions.

*Relationship to SWCC's local plan to the statewide plan, "Shaping the Future."

Indian Hills Community College (IHCC)

Indian Hills Community College has offered health related courses through a combination of on-site instructors and ICN to the high schools in Area XV since 1992. Interest in these courses started to increase during the 1999-2000 school year. During the 2001-2002 school year, a total of 12 courses were offered with 13 of the 23 school districts in Area XV receiving one or more courses.

Total enrollment in these courses was 192. These courses were offered for college credit and articulate into the Diploma and Associate Degree Health Programs provided at Indian Hills Community College. One of the courses offered was Nurse Aide. This course prepares the individual to take the national written and skills test for Nurse Aides and enter the job market.

There is a well-documented national shortage of health care providers particularly nurses and nurse aides.

IHCC, Plans for Excellence Related Goal(s):

- ◆ Increase enrollment in High School Health Occupations Courses.

Indian Hills has established a high school college study program whereby area high school students may enroll in arts and sciences or technical college credit courses. These college classes are offered on site at the local high school, over the ICN, at the local county seat education service centers, or on the Ottumwa and Centerville Campuses. With such a variety of enrollment options, high school students are afforded a high level of accessibility and convenience. Often tuition is reduced as a result of a contract of educational services arrangement between Indian Hills and the local high school.

In an effort to maximize the quality of Indian Hills/K-12 district initiatives and also to strengthen the relationships involved in this partnership, Indian Hills has designated a member of its executive council to serve on the AEA sponsored monthly superintendents group meeting. This arrangement provides a conduit for precise communications flow between K-12 districts, the area education agency, and Indian Hills. It also provides a framework for program development, problem-solving of common issues, effective cooperative initiatives, and improvement of curricula at both the high school and college level.

IHCC, Plans for Excellence Related Goal(s):

- ◆ Area XV School District Superintendents' IHCC Liaison: Serve as official recording secretary of the Area XV Superintendents group for 2001/2002. Attend all meetings, represent, and serve as the IHCC contact for the group, organize IHCC agenda items and special presentations, and represent IHCC in all matters, as appropriate.

IHCC actively pursues alternative high school education through the development of Tech Prep programs. In developing Tech Prep programs, consortium members seek input from secondary education, the community college, and business and industry. The programs contain a common core of required proficiency in mathematics, science, reading, writing, communications, all aspects of the industry, employability skills and technologies designed to lead to an associate degree in Nursing, Bio-process Technology, Computer Programming, and Computer Systems/Networks.

The expansion of Tech Prep programs assist students in the development of skills so that they meet high academic standards by integrating academic competencies into the technical curricula; provide learning experiences that challenge students to high levels of attainment, and use assessments to document student gain and student learning/progress.

IHCC, Plans for Excellence Related Goal(s):

- ◆ Expand Tech Prep program offerings in areas or skills where there are pronounced workforce shortages.

Objective: Region XV will concentrate on three career clusters (Biotechnology, Health Science and Information Technology), to provide Tech Prep program offerings. IHCC's concentrated efforts will provide additional applicants for employers that are experiencing skilled workforce shortages.

Southeastern Community College (SCC)

- ◆ The partnership to provide alternative high school education was terminated at the end of FY01. Crusade High School was taken over by involved school districts and administered as a consortium.
- ◆ Loss of funding determined the college's administration of the alternative high school.
- ◆ SCC partners with local school districts to provide high school alternative learning.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative E: Expand programs to meet the needs of Iowans for developmental, job training and retraining, and mandatory adult and community education in order to prepare them for success in education, the workplace, and the community.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative E: Expand programs to meet the needs of Iowans for developmental, job training and retraining, and mandatory adult and community education in order to prepare them for success in education, the workplace, and the community.

Department of Education Response

Choices—The Choices computer program supported by the Department of Education is used as a resource to provide potential students information on the community college system and the opportunities within that system.

Mandatory Education—The Department of Education provides coordination and facilitation in the delivery of educational programs such as Driving Under the Influence, Mine Safety Training, Moped and Motorcycle Safety, and Children in the Middle. The department also serves as a clearinghouse for Driving Under the Influence (DUI) program curriculum selection, group materials, and equipment purchasing.

Workforce and Economic Development Report—FY01 was the first year that the economic development enrollments were reported for programs delivered by community colleges by the Department of Education (260E, 260F, 260G). The full report can be found at the web-site <http://www.state.ia.us/educate/ccwp/cc/documents.html>.

Community College Responses

Northeast Iowa Community College (NICC)

College Goal: To utilize facilities, equipment, locations, and teaching methods which provide accessible programs and services for all people who wish to participate.

Priority Activity: Explore the feasibility for expanding course offerings and support services for evening and weekend students.

Priority Activity: Increase efforts to improve the student/client experience. Specifically, determine what activities, services, or facilities should be added or expanded.

Priority Activity: Increase county centers' ability to provide more services and support for students and customers.

College Goal: To offer educational services that prepare individuals for careers, further education, lifelong learning, and citizenship in contemporary global society.

Activities: (These are in addition to others already mentioned that may relate)

- ♦ **Continuing Education**—NICC employs representatives in each community, often in each school system, to be our “eyes and ears” as it related to new programs and initiatives that a specific community may need.
- ♦ **Learning Centers**—Faculty and staff are available to assist with skill development and student success in classes.
- ♦ **Writing Centers**—NICC has writing centers to help students develop written communication skills and assist students with writing assignments in their classes.
- ♦ **Rapid Response Team (Plant Closures)**—NICC is part of a team to move into businesses with lay-offs or closures to assist displaced workers with job placement, skill upgrade training, and education.
- ♦ **Iowa Workforce Development (IWD)**—NICC is the employer of record for the IWD Area Coordinator and integrates IWD and NICC activities to best assist employers and employees in the district.
- ♦ **Adult Re-Entry**—The Adult Re-Entry/Nontraditional Career Center provides services to adults who are retraining for a new occupation, single parents or teen parents, displaced homemakers, adults re-entering the workforce or upgrading skills, farm men and women, criminal offenders, or dislocated workers.
- ♦ **Kuder & Workforce Development** – NICC is licensing to IWD the Kuder Career Placement Program for use in Workforce Centers in Area I.

North Iowa Area Community College (NIACC)

NIACC Goal: Ensure that all citizens of the North Iowa region, regardless of their educational and socioeconomic backgrounds, geographic placement, or needs for special assistance, have the opportunity and the necessary support to take advantage of postsecondary educational programs and other services offered by the college.

Strategies:

- ♦ **Expand Programs**
 - I. Community Education
 - 1. Adult Basic Education, GED - FY 02
 - a. GED students—455
 - b. GED graduates—123
 - c. ACE/Job-Seeking Skills—435
 - d. Business-Specific Math Skills Upgrade—118
 - e. 13 classes in the nine-county area, including classes in the IWD
 - 2. Adult Basic Education, ESL (English as a Second Language), Special Needs –
FY 02

- a. ESL classes in 12 locations in 7 towns throughout the area.
- b. Adults with special learning needs, over 600 students in eight area towns.
- c. Skills emphasized are job-keeping and general-life skills, to promote success in the workplace and in the community.
- 3. Developmental Education—In order for NIACC to better meet the needs of Iowans for success in education, in FY 02 prerequisites were put into place. Students were placed in classes based on results of entrance assessment. Of the total population entering the college, those scoring in the developmental level for fall 2001
 - a. Reading—24 percent
 - b. Writing—21 percent
 - c. Math—25 percent
- 4. Developmental classes – FY 02
 - a. Developmental Math courses—453 students in 23 courses
 - b. Basic Writing—180 students in 11 classes
 - c. Developmental Education expanded course offerings this year, offering a program called Enrich, which provides applied basic skills, job-seeking-and-keeping skills, and life skills that will help to prepare the students for success in education, the workplace, and the community.

♦ **Job Training and Retraining:** In spite of a downsizing of the resources and staff available, it appears that FY02 performance overall will be on a par with that of FY01.

♦ **Activity Directly tied to House File 260 as a Funding Source:** Acknowledging that the legislature cut 260F funding for the training budget from \$7 million to \$3 million, following is the level of performance that was accomplished in FY 02:

- a) FY 02 260F Projects
 - ♦ Issued \$156,835 of training contracts
 - ♦ 22 companies
 - ♦ 538 employees to be trained
- b) FY02 260E Projects
 - ♦ \$1,055,000 off bond sales
 - ♦ 5 companies
 - ♦ 249 new jobs created

♦ **Newly Developed Programs that are not tied Directly to 260 Funding:**

- a) Advanced Leadership Development Series
- b) Occupational Spanish
 - CE for dentists and teachers
- c) CCNA Boot Camp
- d) Networking for Managers

- e) Lean training activity
 - Trained 1621 employees in 14 companies
- f) Electro-Mechanical Modular Training Program
 - Developed a new delivery format that allows one instructor in one classroom to deliver credit classes, contract training for industries and customized individual trainings simultaneously.
- ◆ **Mandatory Adult**
 - a) Insurance
 - ◆ On-line classes started
 - b) Water utility workers
 - ◆ Collaborating with Department of Natural Resources officials from Iowa, Nebraska, Missouri, and Minnesota to develop regional standards for delivery of water, waste water, collection, and distribution certifications.
 - c) Fire Training
 - ◆ Expanded availability of offerings for Firefighter I and II certifications.
 - ◆ Initiated statewide standardization of two-year Fire Science curriculum.
 - d) Police Training
 - ◆ Developing curriculum for newly mandated Police Dispatcher certification.
 - e) Cosmetology
 - ◆ 50 percent increase in number of courses offered.
 - f) NOVA/Adoption
 - ◆ 22 percent increase in number of classes offered.
 - g) Batterers' Education
 - ◆ Slight increase in activity.
 - h) Health Occupations
 - ◆ Distance education courses developed this past year include: Laboratory Values Interpretation and Care of the Geriatric Patient.
 - ◆ Advanced Cardiac Life Support, Pediatric Life Support and National Resuscitation curricula have been revised to meet current American Heart Association standards.
 - ◆ EMS curricula (EMT-B, EMT-I, EMT-P) have been rewritten to meet new national standards. All community colleges have been involved. Curriculum for Mandatory Reporting has been updated and approved by the Department of Public Health to meet the new Iowa laws on child and adult abuse.
 - ◆ Several courses have been initiated to assist local health care facilities in maintaining JCAHO accreditation, including Restraint Management and Pain Management.
- ◆ **Community Education**
 - a) Life Is An Attitude – A Conference For Women
 - ◆ 50 participants from North Iowa
 - b) Fishing With A Pro
 - ◆ 31 participants

- c) Bridge to Employment (for SSDI recipients)
 - ◆ Conducted 20 courses
 - ◆ Delivered \$22,100 of training
 - ◆ Trained 165 students
- d) Kids Computer Camp
 - ◆ Offered sections in two communities
- e) Performing Arts/Leadership Series
 - ◆ Increased the number of events offered by 25 percent
 - ◆ 16,456 people participated in one or more events
- f) Multi-cultural and “graying of America” issues
 - ◆ Offered classes in occupational Spanish
 - ◆ Offered 88 classes targeted for senior citizens
 - ◆ Host site for Elderhostel Programs

Iowa Lakes Community College (ILCC)

Iowa Lakes Core Values:

ILCC is a community partner.

- ◆ ILCC believes in the importance of a shared sense of community among college programs, services, and locations.
- ◆ ILCC strives for effective collaboration and partnership among their various college constituents (e.g., business, industry, school districts, other higher education institutions, individual citizens).
- ◆ ILCC believes they have a responsibility to be good stewards of public resources and the public trust.
- ◆ ILCC will work for the common good.

ILCC is committed to developing the integrity, self-worth, well-being and potential of all learners.

- ◆ ILCC believes in encouraging students from all ages, backgrounds, interests and talents to challenge themselves educationally, by completing courses at ILCC.
- ◆ ILCC believes they have a responsibility to foster personal growth among all learners.

Iowa Lakes College-wide Goal:

- ◆ **Provide leadership in anticipating and developing educational opportunity for our global community.**
- ◆ Respond to the dynamic needs of our communities.

Iowa Lakes Objectives:

- ◆ Expand the variety of customized training options.
- ◆ Continue to enhance economic partnerships.
- ◆ Implement new technology training.

- ◆ Increase the number of training programs and industrial customers by 30 percent.
- ◆ Refine the ACE (Accelerated Career Education) program curriculum to include specific courses in response to the needs/requests of customers.
- ◆ Secure more state training funds for area companies.
- ◆ Implement three regional economic development workshops.
- ◆ Improve the marketing efforts to business and industry for specific Iowa Lakes programs.
- ◆ Utilize electronic (e-mail) communications to a greater extent among area service partners and mutual customers/students.
- ◆ Add industrial training staff for specific programming needs.
- ◆ Expand online course offerings.
- ◆ Provide more industry-specific training activities.
- ◆ Continue to improve marketing efforts and customer outreach activities.
- ◆ Expand online course offerings by 25 percent.
- ◆ Introduce a variety of new computer classes through each of the five college locations.
- ◆ Deliver more classes in communities where Iowa Lakes does not have a center or a campus.
- ◆ Develop a new image for the continuing education catalogs and brochures.
- ◆ Re-establish linkages with the local schools in each area, and offer more community-based programming.
- ◆ Meet or exceed all benchmarks for the Adult Basic Education program.
- ◆ Continue to participate in the Iowa Basic Skills certification program.
- ◆ Upgrade English literacy curriculum for basic and advanced levels.
- ◆ Continue and expand the number of face-to-face classes for GED (General Educational Development) students.

Northwest Iowa Community College (NCC)

Northwest Iowa Community College has aggressively provided learning opportunities for area residents. This includes adult basic education, English as a Second Language, and specialized and customized training courses. In many instances, an assessment of basic skills is completed prior to allowing a student to begin a program of study. NCC uses a variety of tools to make these programs possible, i.e., 260E, 260F, IMEP, ABE, ESL, etc.

Iowa Central Community College (ICCC)

Iowa Central Community College Strategic Plan

◆ Focus Area – Partnerships

Goal 1: The college will meet the educational needs of area businesses and industries (apprenticeship, non-credit, and credit courses).

◆ Focus Area – Student Retention

Goal 1: Improve classroom retention of students.

In the Focus Area of “Instruction” in the Iowa Central Strategic Plan the first goal is: Instruction at Iowa Central Community College is learning-focused. Many students coming to college are under prepared academically to be successful at the collegiate level. To help assure success Iowa Central has put into place mandatory placement in the areas of reading, writing, and mathematics. Students are placed at the proper academic level based on high school records and various assessment tests. For the student who is ill prepared, taking these development courses may extend his college experience by a semester or two, but greatly enhances the probability of success.

In 1997, the college board approved mandatory placement policy for under prepared students. The college assesses students’ strengths and weaknesses so they can be appropriately placed in the developmental or college coursework through mandatory testing. This process of assessment and placement helps students build the necessary foundation for obtaining their long-term educational and career goals. Data is kept each semester to show enrollment in developmental courses and success in these courses. It is distributed to department heads and to the instructors who request it. The Success Center works with Admissions to track developmental students so they take the next appropriate courses. This data also helps department heads decide what courses to offer and other curriculum needs.

Students needing developmental courses are able to take Language or Math in the Success Center throughout the entire school year. Success Center guided study, high school classes such as Study Skills, Introductory Accounting, Composition, English Grammar, and Algebra 1 can also be studied year-round for college preparation.

During the past six years, these and other support services that were previously provided in small programs scattered around the campuses were centralized. The resulting Student Success Centers at the main campus and satellite centers offer students more services, more hours, and a more diverse staff.

Mandatory programs are offered in the areas of insurance and real estate licensure testing, annual in-service health classes for health professionals, cosmetology relicensure classes, foster parenting classes, course for child care providers, transportation licensure classes in areas of moped, motorcycle, driver education, semi-truck driving, bus in-service, hunter safety, ABE (Adult Basic Education) tutoring for GED (General Educational Development), ESL (English as a Second Language), and literacy, and mandatory DUI (Driving Under the Influence)/DIP, and Children in the Middle classes.

Job training courses available for employers and their employees are offered in the areas of computer technology, industrial technology, small business development, language courses, agriculture, and leadership/supervisory training.

Iowa Central has expanded programs to meet the needs of Iowans for developmental, job training, and retraining, and mandatory adult and community education in order to prepare them for success in education, the workplace, and the community.

Iowa Central has conducted IDIED (Iowa Department of Economic Development) Career Links training programs to serve the developmental employment needs of displaced workers. Six full-time industrial trainers who conduct both on-site industry based and on-campus skill training are serving industrial training needs.

Iowa Central also partnered with the University of Northern Iowa to provide Basic Technical Mathematics training, Computerized Numerical Control (CNC) and Quality Training at no cost to local Area V industries.

Iowa Valley Community College District (IVCCD)

IVCCD Continuing Education programs for disabled adults are recognized by CARF accreditation for outstanding service for developmental education. The goal is to provide students who are not ready or equipped for post-secondary education with pre-vocational and vocational skills. IVCCD's goal for the upcoming year is to focus even more heavily on job and postsecondary placements.

Job training and retraining account for almost 70 percent of what we deliver at IVCE. Partnerships with business and industry bring the need for job training and retraining for their employees. The number of partnerships has grown over the past several years and our goal is to continue to increase those numbers. IVCCD has been successful in allocating all of the 260F funds and acquiring additional funds for much of the company training. IVCCD's other goal is to develop our ability to provide more of the actual hard training for 260E training projects.

Mandatory adult and community education programs continue to serve a significant number of residents in the district. The goal of IVCE is to continue to scan the environment and stay in touch with the needs and wishes of the members of the community. Programs change as the times, demographics, and economics of the area change. IVCCD will increase their efforts to serve the growing Hispanic population.

Hawkeye Community College (HCC)

HCC Strategic Plan Goal 1.9 is to enhance and strengthen credit offerings. HCC Strategic Objective 1.20 is to Improve access to learning by providing a variety of learning experiences in communities throughout Merged Area VI.

HCC Activities Update

- ◆ Developed 125 Iowa New Jobs Training Projects (260E) with 75 companies, resulting in training of over 10,000 new employees in these companies.
- ◆ Developed 98 Iowa New Jobs Training Projects (260F) serving 125 companies, resulting in training of over 2,547 existing employees in these companies.
- ◆ Provided mandatory adult and community education training workshops to individuals and companies in the service area.
- ◆ Developed collaborative programming with Construction Careers Training (CCT) for skills building related to the construction industry.
- ◆ Increased offerings in web courses.
- ◆ Improved sequencing and revised content in developmental course offerings to allow for better articulation with technical and transfer credit courses.

Eastern Iowa Community College District (EICCD)

Initiative E is included in the EICCD Goal 1: Access—The EICCD provides life-long learning opportunities to meet the academic, economic, cultural, and social needs of the community. This is measured by non-credit FTE per thousand and non-credit registration.

The EICCD serves adult and community education through many programs at its Career Assistance Center and Iowa Workforce Development (IWF) departments. Their programming includes adult, youth, and dislocated workers through at Title I grant; welfare to work programs; and Promise Jobs. Recently the IWF focused a project improvement team that reviewed its mission, flowcharted youth programs, identified outcome measures, and allocation and enrollment targets.

The EICCD also has several other specially funded programs such as Student Support Services through a Department of Education grant, to target low-income first generation or students with disabilities; Displaced Homemakers Services for minority groups; Institutional Skills Training; and Women and Minorities Programs for employment in highway construction.

Kirkwood Community College (KCC)

Kirkwood applied for, and received, a \$400,000 National Science Foundation (NSF) Grant to fund the NSF Technology Scholarship Program for students in underrepresented groups in the Engineering, Computer Science, and Mathematics disciplines. The program is in the early stages of implementation.

A new Information Technology (IT) Management Degree was developed to better serve the IT training needs through a partnership with community education.

Through job training and retraining programs, Kirkwood Training and Outreach Services (KTOS) industry training programs have been delivered to over 9,052 employees in 130 businesses. Additionally, investment was made in the KTOS Center, a corporate training facility, focusing on the delivery of programs that meet the job training needs of the region. Entry level computer technology skills programs and advanced level skills training were provided to over 4,632 participants through continuing education open enrollment programs. The Call Center Training Program is a welfare-to-work education programs that has prepared 150 participants for entry-level jobs.

Des Moines Area Community College (DMACC)

1. DMACC administers a \$750,000 United States Department of Education Community Technology Center Grant that serves nearly 900 individuals each year. The CTCS provides computer-based instruction in GED (General Educational Development) and ESL (English as a Second Language) preparation, as well as Microsoft Windows and Internet training. The target population for the CTCS is disadvantaged citizens in urban and rural communities.
2. Job Training and Retraining (2000-2002)
 - A. In response to customer demand DMACC created a Supervisory Leadership Series certificate program with Wilson Learning. This series is designed to equip supervisors and team leaders with basic supervisory skills. While building leadership competencies, DBR has trained over 450 individuals representing 10 companies.
 - B. DMACC has created a statewide quality improvement series (Lean Manufacturing) in response to our ongoing assessment of industry needs. To date, DMACC assisted 2,000 individuals throughout the state of Iowa representing over 125 different companies. This has been a partnership between Central Iowa Employment and Training Consortium, Maytag Corp., Vermeer, Pella, Fisher Controls, John Deere Des Moines Works, Iowa Manufacturing Extension Partnership, The Iowa Business Council, and 15 community colleges. These activities have been partially funded by a \$2.7 million grant from the United States Department of Labor.
 - C. In response to meeting the needs of business, Iowa's 15 community colleges have joined forces to provide quality training to businesses and organizations statewide through "One Source Training" initiative. This initiative assists businesses and organizations to have one point of contact and one price to assist in reducing training costs at multiple sites. The community colleges will help through ongoing assessment and evaluations.
 - D. DMACC, through its training of incumbent workers and retraining of the current work force, has assisted in training 7,527 individuals representing 133 different companies, totaling more than \$21,000,000. All training is initiated with a formal or informal assessment, and when completed, and evaluation is done.
 - E. To meet the needs of Iowans, DMACC in partnership with 12 trade unions in central Iowa, has trained in excess of 2,700 different apprentices.

- F. DMACC has collaborated with the Department of Natural Resources to help reduce the amount of material that is currently being sent to the landfill. In this effort: (1) 1,462 businesses have been assisted; (2) 109,646.44 tons of potential waste was matched; and (3) \$3,727,503 was the cost saving of those companies in which matches were found. Companies did not have to pay for disposal costs.
 - G. To help meet the needs of Iowans, DMACC started a Preventative Industrial Maintenance outreach training initiative. This initiative has trained incumbent workers in both DMACC and Iowa Central Community College districts, reaching over 300 students who represent 15 different companies.
 - H. To help meet the needs of business, DMACC started a manufacturing training outreach effort. Subjects include electrical safety, national electric code, and electronics. Since FY '00 DBR has worked with over 20 companies, teaching 500 students.
 - I. Expansion of non-credit programs not tied to 260 funding:
 - ◆ Developed a vocational printing certificate program.
 - ◆ Implemented Occupational Spanish for public offering and contracted with companies in the following areas:
 - Supervisors
 - Law Enforcement
 - Nursing
 - Manufacturing
 - ◆ Restaurant Worker
 - ◆ Developed vocational supplemental classes in Architectural.
 - ◆ Millwork
 - ◆ Developed new classes in Telecommunications for Managers.
 - ◆ Increased public offerings in Industrial Maintenance.
 - ◆ Expanded non-credit classes offered via distance education.
 - ◆ Added information technology public offerings to expand programming in IT target cluster to include:
 - 3D Modeling/Visualization
 - Architectural CADD
 - Windows Programming with Java
 - Flash I & II / Flash for the Web
 - Visual Basic Net
 - Expanded offerings in CFC Certification to meet industry needs.
3. Mandatory Adult
- A. Fire Training
 - ◆ Expanded availability of offering for Firefighter I.
 - ◆ Terrorism Training provided in cooperation with FSTB.
 - B. Insurance-expanded shared programming with other community colleges via distance delivery.

C. Health Occupations

- ◆ Expanded First Aide/CPR classes to serve local businesses.
- ◆ Developed new strategic alliance with Iowa Urological Society.
- ◆ Advanced Cardiac Life Support, Pediatric Life Support curriculum revised to meetAGA standards.
- ◆ EMS curriculum has been rewritten to meet new National standards.
- ◆ Mandatory Reporting Curriculum has been updated and approved to meet new Iowa laws on child and adult abuse.

D. Motorcycle Safety

- ◆ Increased number of offerings by over 50 percent.

E. School Bus Driver Training is provided across the district as needed by school districts.

F. Children-in the Middle is provided in the Carroll area to serve the needs of this community.

G. Cosmetology classes are updated each year. Barber classes have been added to meet the specific need.

Western Iowa Tech Community College (WITCC)

This comprehensive initiative relates to at least three goals. Goal 3, Objective 2, improved coordination of assessment testing and advising, career planning, and disability services, established a centralized area for testing, with future plans for coordination for WWW delivery of assessment-advising services. Goal 14, Objective 1, created a centralized developmental studies department, though the tutor training program depends on the availability of funds. Goal 14, Objective 2 improved dissemination of academic deficiency reports to instructors. Goal 20,

Objective 3 focuses on assessment of students. A database consisting of point-of-entry assessment scores was developed by the Director of Institutional Effectiveness and will be added to the institutional database (Datatel), as will additional student self-reported demographic data useful in many research students and grant applications. The data are immediately relevant to longitudinal research on the efficacy of entrance assessment scores in predicting needs for remediation and success in subsequent coursework.

Iowa Western Community College (IWCC)

Division of Community Services, Continuing Education, and Economic Development
Operational Objectives 1, 3 (related to Strategic Goal #9). (1) Conduct a minimum of \$2M in training under the new jobs training programs by June 30, 2001. (3) Develop a systematic means of surveying segments of the community to identify needs for programs and services by May of 2001.

Iowa Western offers an extensive array of Community Services and Continuing Education programs to meet the needs of Area XIII residents. Enrollments exceed 40,000 each year. Courses range from adult basic education to technical training and to relicensure training for professionals. IWCC operates centers in five locations to take programs into the communities. In addition, the college actively promotes programs in area businesses and industries. IWCC offers specific programs for adults 55 and over in addition to numerous Elderhostel programs.

Southwestern Community College (SWCC)

Steel Plus

Southwestern is one of three training sites in North America for the Steel Plus Technology Network, Structural Steel Detailing Program. The partnership between Southwestern and the Steel Plus Network is to assist in addressing a shortage of qualified steel detailers. This recruiting, training, and placement program will offer students excellent opportunities for employment. The eight-week summer program includes classroom, lab, and on-site experiences, provides industry requested training, and is an enhancement to Southwestern's current two-year curriculum in structural drafting with emphasis in steel detailing.

Displaced Workers

Southwestern and WIA (Workforce Investment Act) have been working together, under the NAFTA program, to provide education and training for the displaced workers from Siemens Furnas, Inc.. Southwestern has:

- ◆ Given tours of the Creston and Osceola campuses.
- ◆ Provided personality tests to determine which program best matched the students individual needs.
- ◆ Administered placement tests to assess which classes, in the areas of mathematics and English, the student should begin with.
- ◆ Advised students on the order in which they should take their classes and what jobs they could expect to find upon graduation from their program.
- ◆ Provided developmental classes that enabled the students to ease back into learning and help familiarize the students with college procedures.

Geo-Thermal Drilling Seminar

Simco Drilling Equipment, Inc. and Southwestern Community College hosted a three-day seminar for Simco employees, which provided:

- ◆ Speakers from different parts of the country.
- ◆ Presentations on new ideas and products.
- ◆ Field demonstrations.

Adult Education

Adult and Continuing Education shows constant addition of new programs, in response to area needs and requests. A few recent examples include:

- ◆ Command Spanish—Offering frontline employees (bank tellers) employees basic occupation-specific Spanish.
- ◆ Fire Training—Expanded options and readily available to more communities.
- ◆ EMS curriculum (EMT-B, EMT-I, AND EMT-P) updated to meet national standards.
- ◆ Mandatory Child Abuse/ Dependent Adult Abuse curriculum updated statewide and approved by Department of Health.
- ◆ Geriatric Nurse Aide, Medication Aide curriculum updated statewide; working on activity coordinator and residential attendant curriculum.
- ◆ Revamped Nurse Week; offered locally every May; bio-terrorism (timely topic) offered this year.
- ◆ All American Heart curriculum revised/updated to meet AHA standards; includes Advanced Cardiac Life Support, Pediatric Life Support, and National Resuscitation curriculum.
- ◆ CPR in the schools, a new curriculum offered.
- ◆ Offered, in cooperation with local hospital, the national Hospice satellite program.
- ◆ New partnership with Green Valley Hospice and Behavioral Health Unit to offer continuing education programming throughout area.
- ◆ Added 15 more online non-credit courses, including Insurance, Consulting, Travel Writing, Debt Elimination, ESL Grammar, Speed Spanish, Introduction to TurboTax, Basic A+ Certification, Building an Online Business, and Medical Terminology.
- ◆ Part of the Union County Literacy Team that has sponsored four learning activities for families, including Library Fun, Rumble/Tumble, Bike Safety Rodeo, and Insect 2002.

Research and Development*

Objective and Actions

C. Develop and implement new programs, activities, and services

- ◆ Explore new possibilities for academic programs, which may include majors in recreation, electrical trades, agricultural laboratory technology, health care administration, masonry, plumbing, forensic science, agricultural specializations, commercial mechanics, and expansion of structural drafting.
- ◆ Examine demographics of current students and Area 14 to identify under-served populations.
- ◆

*Relationship to SWCC's local plan to the statewide plan, "Shaping the Future."

Indian Hills Community College (IHCC)

IHCC's Business and Industry Resource Center provides high quality workforce training and retraining programs through its customized learning programs and industry contracts. IHCC helps area business and industry access state funding to train workers through the 260E Iowa New Jobs Training Program, 260F Workforce Training Program, and the 260G Accelerated Career Education Program.

Indian Hills Workforce Development provides a continuum of services designed to provide job training and retraining to prepare participants for employment and self-sufficiency. The services begin with a comprehensive assessment of the individual's skills and abilities. The individual also conducts research of the labor market. The participants schedule training activities in the IHCC training programs selected. These programs are designed and taught by experts in the field, and culminate in participant employment with competitive salaries and fringe benefits.

Southeastern Community College (SCC)

- ◆ Mandatory adult and community education is under the direction of the Community Service Supervisor.
- ◆ SCC created a new division of the college to meet the training needs of business and industry. Center for Business and Industry Services (CBIS) is the primary liaison for job training and retraining.
- ◆ College 101 was set up in response to needs of dislocated workers. Three (3) semester hours of tuition were offered to those who completed College 101.
- ◆ Non-credit courses in the form of computer, self-employment, and job seeking skills were offered to Dislocated Workers.
- ◆ CBIS continues to broaden its partnerships with area organizations many of which offer certification training for members. Examples: SHRM, APICS, Safety Organizations.
- ◆ AEA XVI continues to meet regional needs in the ABE/GED/ESL areas. In Mount Pleasant high local populations of Hispanics and Asians have necessitated additional ESL classes. That effort has been in conjunction with the Henry County Healthy Communities Diversity Action Team which includes private citizens, businesspeople, educators and social services personnel. Both ABE class times and GED testing times were increased prior to the end of calendar year 2001 as the "old" GED exam reached its expiration. Considerable time has also been devoted to in-servicing and preparation for the new GED 2002 test. Finally, SCC and the Workforce Center have partnered to provide ABE classes in that Center as well as the other opportunities already available in the local Burlington area.
- ◆ Grant funding provided services to individuals recently released from prison who are non-custodial parents. Services included classroom training, support group supervision, and workshops.

- ◆ Grant funding through the Work Incentive Grant allowed outreach to area schools and service providers to encourage broader understanding of workforce barriers experienced by individuals with disabilities.
- ◆ As the Workforce Investment Act service provider for Adult, Dislocated Worker, and Youth programs, the college provides on-going case management, workshops, and other services to meet the needs of workers.
- ◆ The Workforce Center location for the Promise Jobs program gives the college the opportunity to serve individuals receiving public support, improving their work skills, and building on their educational background to help them become financially self-sufficient.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative F: Expand the involvement of business and industry as partners with the community college system to strengthen career and technology-based education programs.

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Department of Education Response

Work-Based Learning Guide—The consultants in the Bureau of Career and Technical Education are collaborating with other Department of Education staff to develop a Work-Based Learning Guide which will provide web-based information for staff in school districts and community colleges to use while placing students in work-based learning situations.

Advisory Committees—The consultants in the Bureau of Career and Technical Education serve on various community college career and technical education advisory committees, which are involved in determining the direction of community college career and technical education programs. These consultants provide technical assistance to the advisory committees and the career and technical education programs.

Community College Responses

Northeast Iowa Community College (NICC)

College Goal: To work in partnership with public entities, both rural and urban, to facilitate and balance economic growth, community development, environmental protection, and educational opportunities.

Priority Activity: Develop a plan for communicating the college's needs and funding sources to internal and external audiences.

Activities:

- ♦ **Iowa Workforce Development**—NICC is the employer of record for the IWD Area Coordinator and integrates IWD and NICC activities to best assist employers and employees in the district.
- ♦ **John Deere**—NICC has one of the largest John Deere public-private education partnerships on its Calmar Campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers support student costs to attend this program.
- ♦ **ACE Program Participants (9 hospitals)**—NICC is beginning construction of an addition to its nursing program in Calmar with the partnership and support of nine hospitals in northeast Iowa.

- ♦ **Mi-T-M Corp Partnership – AS400**—Mi-T-M Corporation and Northeast Iowa Community College are participating in a Partners In Education Program. Through the partnership, Mi-T-M has agreed to provide the following:

1. Assisting with system selection and installation of hardware/software for the AS/400.
2. Providing entry-level education to faculty.
3. Review and revise curriculum annually.
4. Provide internships/externships.

Because of this partnership, NICC receives a five-year software subscription, which allows the college to upgrade to any new version and/or release of AS/400 and related software over the next five years free of charge. NICC also receives a discount on hardware.

- ♦ **Respiratory Program Advisory Groups**---When it looked like the Peosta Respiratory Program would close due to state budget reductions, several medical facilities pledged financial support to maintain the program.
- ♦ **CISCO**—NICC is part of the national CISCO program to deliver training to high school students. CISCO contributes part of the equipment costs.
- ♦ **Cresco Center Commitment from Howard-Winneshiek School District and Featherlite**— When the Cresco Center opens, it will be because the Howard-Winneshiek School District passed an income tax surcharge on itself, raising approximately \$1.5 million, and Featherlite donated \$50,000 toward equipment costs.
- ♦ **County Development Organizations**—NICC is a member of nearly every Chamber in the district and partners in nearly every new business development and business expansion.
- ♦ **Dairy Center**—NICC partnered with Iowa State University Extension and local dairy farmers and agri-businesses to create the Northeast Iowa Community-Based Dairy Foundation. The resulting Dairy Center is unique and aggressively responding to needs of the Midwest dairy industry.

North Iowa Area Community College (NIACC)

NIACC Goal: Extend the reach of college resources through progressive partnerships with agencies and entities in communities served by the college.

Strategies:

- ♦ **Industrial Partnership**—Four (4) new industries joined the partnership.
- ♦ **Presidents' Partnership**—Four (4) new CEO's joined the partnership.
- ♦ **Police Partnership**—The college partnered with the Sioux City Regional Training Center to deliver specialized law enforcement programming.

- ◆ **Electro-Mechanical Modular Training Program**
 1. The college partnered with six local industries to create a new program
 2. The college developed a new delivery format that allows one instructor in one classroom to deliver credit classes, contract training for industries, and customized individual training simultaneously.
- ◆ **Lean Manufacturing**—The college partnered with 14 companies to deliver training to over 1,600 employees.
- ◆ **Climate Control**—The college is currently negotiating with a national supplier to locate a regional training center on campus.
- ◆ **Building Trades Program**—The college partnered with eight regional businesses to offer Scaffolding Safety training.
- ◆ **Aviation Training**—The college partnered with a fixed-base operator to offer flight training ground school.
- ◆ **Welding Program**—The college partnered with three local industries to offer an intensive training program in welding.
- ◆ **Mechanical Design Program**—The college redesigned the program to a modular format and partnered with regional K-12 systems to expand the program.
- ◆ **Plastics Apprenticeship Program**—The college partnered with the Iowa Plastics Consortium to deliver apprenticeship training to the plastics molding industry.

The college collaborated with regional industries to offer courses of interest to them in a dual credit/noncredit mode.

Iowa Lakes Community College (ILCC)

Iowa Lakes Core Values:

ILCC is a community partner.

- ◆ ILCC believes in the importance of a shared sense of community among college programs, services and locations.
- ◆ ILCC strives for effective collaboration and partnership among their various college constituents (e.g., business, industry, school districts, other higher education institutions, individual citizens).
- ◆ ILCC believes they have a responsibility to be good stewards of public resources and the public trust.
- ◆ ILCC will work for the common good.

Iowa Lakes College-wide Goal:

- ◆ Provide leadership in anticipating and developing educational opportunity for our global community.
- ◆ Respond to the dynamic needs of our communities.

Iowa Lakes Objectives:

- ◆ Expand the variety of customized training options.
- ◆ Continue to enhance economic partnerships.
- ◆ Implement new technology training.
- ◆ Increase the number of training programs and industrial customers by 30 percent.
- ◆ Secure more state training funds for area companies.
- ◆ Implement three regional economic development workshops.
- ◆ Improve the marketing efforts to business and industry for specific Iowa Lakes programs.

Note: Please refer to Iowa Lakes Strategic Plan, *Vision In Action – Focus on Education*, for specific program, discipline and division goals supporting Iowa Community College goals and initiatives.

Northwest Iowa Community College (NCC)

Business and industry consider themselves an integral part of Northwest Iowa Community College career and technical education programs. Business leaders serve on advisory committees, ad hoc committees, teach classes in an adjunct capacity, provide special technical assistance, and donate materials/supplies/equipment. Businesses and industries have provided necessary matching resources for ACE (Accelerated Career Education) projects.

Iowa Central Community College (ICCC)

◆ **Focus Area – Partnerships**

Goal 1: The college will meet the educational needs of area businesses and industries (apprenticeship, non-credit, and credit courses).

One of the Focus Areas in the 2001-2004 Iowa Central Strategies Plan is “Partnerships.” The number one goal under this focus area is: The college will meet the educational needs of area businesses and industries (apprenticeship, non-credit, and credit courses). To this end, the college has been working with Fort Dodge Animal Health to develop a program that will supply them with much needed technicians. The Industrial Laboratory Technician program at Iowa Central offers extensive training with the intent of providing technicians who will have the knowledge and skills to work in highly technological vocations associated with the production of vaccines and pharmaceuticals. The program has two tracts. The chemical tract emphasizes the analytical skills of students and develops skills using sophisticated equipment in making precise measurements. The biological tract will have its major emphasis in the area of microbiology. Both of these tracts place great importance on precision of procedures, accurate record keeping and an understanding of the underlying reasons for manufacturing processes. These learned skills would also be applicable to a wide range of other manufacturing processes.

The Health Education Center is a partnership between two of the region's largest institutions: Trinity Regional Medical Center (TRMC) and Iowa Central Community College. The Center provides accessible, quality educational programs that are essential for a wide range of people that work in healthcare. It is located at Trinity Regional Medical Center in Fort Dodge, Iowa. Trinity Regional and Iowa Central share a similar service area and the partnership has expanded to include four managed hospitals that are part of Trinity Health Systems as well as the Trimark Physicians Group. There is also an existing working relationship with the many nursing homes and long-term care facilities as well as emergency services organizations that are in the nine county region.

The Multimedia Marketing students have partnered with Fort Dodge Animal Health (FDAH) to create a comprehensive training library for their employees. Students will video many of the standard operating procedures and create multimedia presentations that will be used to train FDAH employees.

By combining the credit and non-credit activities to support the training and retraining needs of local businesses and industries, the Industrial Technology Department is receiving direct input and support from local industries. The college has developed and grown many partnerships to support the training needs of local industries. Iowa Central currently is providing all of the training for three formalized BAT approved apprenticeship programs. ACE grants have been used to establish commercial carpentry and machine maintenance programs.

Storm Lake After School Supplemental Learning Program; Middle school and high school age students in Storm Lake are offered the opportunity to enroll in an after school educational program sponsored by the Storm Lake Public School system and Iowa Central Community College. Instructor salaries are paid by a grant that was received by the public school system. Iowa Central provides money each year to purchase curriculum and teaching supplies. Many of the students enrolled in the program are children of non-English speaking parents that came to Storm Lake to work at two large meatpacking companies, Iowa Beef Processors, and Bil-Mar Foods. Supplemental learning areas covered in the program are reading, writing, English, math, social sciences, social studies, civics, citizenship, and government/history.

Extended training for semi-truck drivers; Iowa Central provides new driver extended training for Smithway Motor Express and Decker Truck Line-two large trucking companies in the Fort Dodge area. An Iowa Central truck-driving trainer spends approximately three weeks on the road with each new driver after they are hired by the company. This on-the-job training helps the drivers learn to perform the same over-the-road tasks that they will need to know how to do when they start driving by themselves. In addition, an over-the-road evaluation is conducted for all prospective Smithway drivers. Iowa Central trainers evaluate driving skills of new drivers and the college offers remedial training for those prospective drivers who may need to brush up on their driving skills.

Agriculture in our area is one of our biggest industries. ICCC, as an educational institution, need partnerships that help young students and adults learn about new technologies in the agricultural industry. Being an agricultural center, the partnerships ICCC forms with ag companies extend to many major seed companies such as Pioneer, DeKalb, Curry, Great Lakes, Garst, Stouffer, Wyffels, Cenex Land O'Lakes, Syngenta, Patriot and many others. Companies ICCC partners with on the equipment side are Harcourt Equipment (John Deere), Casady Brothers (New Holland), Anderson Equipment (Wilrich), and Hagie Manufacturing. Other companies providing help with technologies are New Cooperative, Farmers Coop at Farnhamville, and various ag chemical companies.

United States Gypsum Company and Celotex Corporation regularly provide wallboard to the college carpentry program for building homes and buildings.

The college is partnering with the city of Fort Dodge and downtown businesses to provide a new comprehensive senior center.

Greene County Hospital, Jefferson High School, and the college have partnered to create a Health Careers Program to prepare students to enter fields of study in health careers. Greene County Hospital provides staff and classroom space and the college provides the curriculum.

In the past year, the college partnered to deliver on-site training to 32 different industries using industrial trainers. Many of these companies provide equipment and materials that support technical programs. Over 660 students took nearly 20,000 contact hours of training.

The college established a community technology center in downtown Fort Dodge. Heartland Communication donated building space to the college to establish this center. This center was facilitated to bring together the Small Business Development Center (SBDC) and the Iowa State University Center for Industrial Research and Service (CIRAS), along with the Service Core of Retired Executives (SCORE), and the Community Education Division computer training. None of this would have been possible without the generosity of the President of Heartland Communications who owns the Trolley Center Mall. Heartland donated over 8,000 square feet of space to Iowa Central for the Business and Technology Center.

Dodgen Industries has donated employee time and scholarship dollars to promote technical education. Many other companies have followed the lead of Dodgen Industries by sponsoring scholarships and donating employees time to promote technical education.

To strengthen career and technology-based educational programs, local hospitals, area high schools and Iowa Central Community College have partnered to meet the

employment needs of health institutions. Greene County Medical Center, Jefferson High School, and Iowa Central are working together to offer dual credit health science related classes for high school students. These classes are offered at the Greene County Medical Center and staff from Greene County provides the class instruction. Trinity Regional Medical Center, Fort Dodge Senior High, and Iowa Central have also combined efforts to offer dual credit health science related classes for Fort Dodge high school students. Trinity Regional Medical Center provides financial support and educational experiences at the hospital conducted by health professionals employed by Trinity. These partnerships assist in increasing the awareness of high-tech and high-wage health careers to high school students.

Due to the nursing shortage and the increase in number of nursing applications, Iowa Central has partnered with the nine area hospitals to expand the Associate Degree and Practical Nursing Program at the Fort Dodge Center. The Accelerated Career Education (ACE) grant was used to establish an additional nursing section. This section will allow approximately 25 additional students into the nursing program.

The college has entered into partnerships at the request of commercial contractors representing Sande, Grabau, Peterson, Kolacia, Woodruff, and Story construction companies to provide on-campus apprenticeship and career links training to assist with their labor needs. The Commercial Construction diploma program was developed with input, guidance and support from the local contractors. The group of contractors along with Master Builders of Iowa more than \$4,000 in program tuition scholarships to support the program. The group of six construction companies has also agreed to provide \$60,000 worth of materials to support the program.

In an effort to solve the shortage of skilled maintenance workers, six local industries, Tasler Pallet & Lumber, Fort Dodge Animal Health, Frigidaire, Silgan, BPB, Celotex and Friskies Pet Care, have joined together with Iowa Central to initially form an Industrial Maintenance diploma program. The program was expanded this year to a two-year Industrial Maintenance program. The six industries have already donated thousands of dollars of industry level equipment to support the program and have agreed to provide \$50,000 annual cash to support the program.

Iowa Central has entered into an agreement with the Iowa Department of Corrections to provide educational programs and services to incarcerated inmates at the North Central Correctional Facility in Rockwell City and the Fort Dodge Correctional Facility in Fort Dodge. These educational programs are an approved prioritized list of programs including literacy, GED, high school, work readiness to provide life skills courses, coordination of college credit courses, and monitoring of off-site courses and tests.

The Agriculture Department has formed a partnership with Webster County to farm the 250-acre county owned farm near Fort Dodge. The farm is used as a teaching laboratory for students enrolled in the college's Agriculture Business program. The students manage the farm by planning cropping systems, choosing seed varieties, selecting

chemical and fertilizer programs, and harvesting and selling the crop. Students are provided hands-on activities on the farm such as planning, spraying chemicals, crop scouting, and harvesting. Test plots are located on the farm in areas of seed varieties, fertilizer application methods, livestock manure studies, plant population, dates of planting, tillage methods, and new technology such as GPS systems. Field days highlight the test plot information and studies for area farmers and agri-business personnel to provide them with continuing education activities. Revenue from the farm provides scholarship money for agricultural students at Iowa Central.

Some examples of the collaborative partnerships between Iowa Central and Storm Lake Community School's Community Education include:

1. A "partner in excellence" with the entire Storm Lake seventh grade. Some of the activities held included a Soccer Clinic conducted by the Iowa Central Soccer team, a Career Fair held by Iowa Central administration and staff, and Iowa Central's version of the popular Jeopardy and Bingo board games.
2. The two organizations collaborate on short courses and workshops including senior citizen, computer, sailing, and health and recreational classes.
3. Iowa Central and Storm Lake collaborate on middle school and elementary after-school supplemental and enrichment programs.
4. The Iowa Central staff at the Storm Lake Center serve on the Community Education Advisory Board, Adult, and Youth programming committee, Citizens Advisory, and Elementary and Middle School Parent Advisory committees.

Iowa Central collaborates with the Tyson/IBP pork production facility in the following ways:

1. By presenting the following services: ESL, GED, college credit, and community education opportunities at new employee orientation session held each Friday afternoon at IBP, Inc.
2. An Iowa Central student Ameri-Core volunteer coordinated and translated into Spanish, a community welcome services tabloid which is given to 15-20 new Spanish-speaking employees weekly.
3. Iowa Central coordinated the purchase of a computer interactive CD-Rom Industrial Maintenance computer-training lab, which is housed at the IBP plant. The lab was purchased through the Iowa New Jobs Training Act.
4. IBP utilizes Iowa Central Storm Lake training and classroom facilities.
5. These are examples of the many partnerships the College has established with business and industry to meet the needs of the citizens of our area.

Iowa Valley Community College District (IVCCD)

Representatives from business and industry are actively involved in program development through our advisory committees and through needs assessment. The district expanded involvement with business and industry as partners in the movement of the industrial maintenance program to Grinnell, the development of the dietetics program,

the expansion of the carpentry program, the development of the electrical program and the Fischer controls program. The K-12 education system was involved in the development of the Certified Networking Administrator program being developed at Ellsworth.

IVCE serves the companies of the district in numerous ways. Through the continuing education training opportunities delivered at and with business and industry, IVCCD helps to bridge the gaps of work experience and formal training. As a result of the non-credit offerings, some credit offerings develop and individual students enroll in other programs at the college. IVCCD will continue to build their capacity to deliver technology-based programs, to work with apprenticeship programs both on the credit side and the skill upgrading and continuing education side.

Hawkeye Community College (HCC)

HCC Strategic Plan Goal 1.1 is to enhance current and develop new partnerships relates to this goal and objective.

HCC Activities Update:

- ◆ Developed Accelerated Career Education (ACE) programming with local businesses and industries in the areas of: Exploring Manufacturing Careers Consortium (EMCC); John Deere CNC; IBP Machine Maintenance Technician, and Information Technology programs.
- ◆ Actively participated in the statewide Corporate Training Institute to promote and support delivery of statewide corporate training projects.
- ◆ Supported the concept of a partnership between Iowa community colleges, the Iowa Department of Economic Development, and the Iowa Manufacturing Extension Partnership for training.
- ◆ Participated with other Iowa community colleges in the University of Northern Iowa's Iowa Training Opportunities Program in providing training to identified statewide industries and businesses.
- ◆ Partnered with John Deere in development of a training lab on the HCC campus.
- ◆ Developed a partnership with Kinze Manufacturing to lease a planter annually. The Ag Power program students assemble the planter and Agriculture program students perform necessary calibrations.
- ◆ Developed a preliminary training agreement with Target for substantial employee training for their new distribution center locating in Cedar Falls.

Eastern Iowa Community College District (EICCD)

Initiative F is included in the EICCD Goal 3: Quality Programs—The EICCD develops and maintains quality curricula and services which anticipate and support local, national, and global needs. This is measured by licensure certification and number of companies being served.

An example of the involvement of business and industry as partners with the community college to strengthen technology-based education is the new EICCD Manufacturing Technology Center (MTC). Business partners include Sears Manufacturing, Dupont, Litton, Packaging Technology, John Deere, IPSCO, Alcoa, North Star Steel, and Nichols Aluminum. EICCD has also partnered with ACT to develop a learning center, located at the MTC. The Microcomputer Information Technology Department partners with CISCO to provide industry standard network training.

Other technology-based education at EICCD includes health field career education programs such as Radiation Technology, Microcomputer Information Technology, Manufacturing Technology and CISCO. Non-credit offerings include education-to-go and ACT training, both delivered online, and traditionally delivered computer skills courses.

Kirkwood Community College (KCC)

KCC has started the certified school-to-career program. Mercy Hospital in Iowa City is sponsoring two high school students for this program.

KCC has finalized the expansion of the nursing program into a PM/Weekend program with the partnership of Mercy Hospital in Iowa City, Mercy Medical Center and St. Luke's Hospital in Cedar Rapids. Students will be taking general education courses fall 2002 and begin the nursing coursework fall 2003.

KCC is furthering our partnership with the Bricklayers Union by contracting with them to provide technical instruction in the Masonry program. KCC is also exploring a program in Bio-processing Technology that will make good use of industry partners and the Continuing Ed department. The Skilled Trades program is also a good example of using industry expertise to develop an AAS degree program.

Many of the activities in the NSF Technology Scholarship Program will connect students with business and industry via job shadowing, mentoring, and career and subject matter seminars.

The Workplace Learning Connection is a district-wide intermediary that provides job shadowing, internships, and tours for students and teachers. Over 600 employers throughout our service area support this office by providing these work-based learning experiences. Through these experiences, students, and teachers become better informed about the career opportunities available in Iowa and the skills that are needed for these careers.

Each Career Edge Academy (Tech Prep) program has an advisory committee that provides input and support to the program's curriculum. These business partners help insure that the program reflects the needs of their industry.

Des Moines Area Community College (DMACC)

The number of partnerships that DMACC has with local industries continues to grow, and cannot all be listed here. The ACE legislation and subsequent funding has provided us the opportunity to develop partnerships with local business and industry that have significant demands for highly skilled workers. Some of our ACE partnerships include:

- ◆ Iowa Methodist Medical Center: A part time DMACC ADN program is provided on-site for employees.
- ◆ Department of Transportation and other engineering businesses sponsor our Civil Engineering Tech and Land Surveying programs.
- ◆ Several businesses in Central Iowa support our IT ACE programs on the new West Campus.
- ◆ Caterpillar sponsors a Caterpillar-specific diesel program.
- ◆ Chrysler sponsors an automotive service tech program.

In addition, recent business and industry partnerships include:

- ◆ Lean Manufacturing Grant-partnership with DOL, CIETC, IMEP, and other community colleges to deliver lean training statewide.
- ◆ Dallas County Farm/DMACC shared program.
- ◆ DBR and Continuing Education have collaborated to form a consortium of companies who have similar training needs to deliver soft skills training. This consortium is called "The Learning Consortium" with Pioneer Hybrid as a key partner. Others include John Deere Credit, Kemin Industries, Monarch Mfg., Warren Frozen Foods and Intervet.

Western Iowa Tech Community College (WITCC)

WITCC Strategic Plan Goal 8 Objective 1—The Corporate College participated in a statewide entrepreneurship consortium and delivered FastTrac training. It continues to pursue Accelerated Career Education agreements with several companies. Additionally, Western Iowa Tech participates in "1 Source Training," a statewide linkage of all community colleges in a single point-of-contact to Iowa's business and industry about curriculum, pricing, course offerings.

Iowa Western Community College (IWCC)

Strategic Planning Goal #4: Iowa Western Community College will continue an extensive evaluation of credit programs and make recommendations concerning their future status based upon objective evaluation of data.

As previously discussed, the College has excellent advisory boards for its Career and Technical programs. These boards play a significant role in the credibility of Career and Technical offerings, and this has been evident with technology-based curricula, especially in Information Technology. Iowa Western has partnered with First National Bank and First Data Resources for years in collaborative efforts related to training in computer programming, networking, and internals. This type of relationship has also existed at the Clarinda Campus through its long term partnering with the Lisle Corporation and NSK for skilled machinists and Tool and Die workers.

Most recently, Iowa Western has entered into a partnership with the city of Council Bluffs to move its Aviation Maintenance Technology Program to a new facility located at the Council Bluffs Airport. Cooperation among local government, federal authorities, and local business and industry and Iowa Western was needed in order to secure this collaboration. This type of partnering resulted in the airing of CBTV 17 in early April 2002. CBTV 17 is the local cable network managed by Iowa Western Community College that provides cable television access and programming to local residents. It involves a partnership with the city of Council Bluffs, Cox Communications, Inc. of Omaha, Nebraska, and IWCC.

Iowa Western also hosts two major Career Fairs annually and its invites representatives from diverse fields including technology-based business and industry. The fairs provide an additional opportunity for business and industry to collaborate and to strengthen their relationships with the College and the fairs often lead to hiring of Iowa Western graduates. This in turn results in stronger and more meaningful partnerships with Iowa Western's respected Career and Technology curricula.

Southwestern Community College (SWCC)

ACE (Accelerated Career Education)

Funds available through the ACE legislation have assisted with new program(s) including Ag Chemical Applicator, Business Systems Networking, and Manufacturing Technology. ACE funding has allowed Southwestern to work with private business and industries in a new and innovative

manner. Southwestern has worked with area employers for many years; ACE provides an incentive program for employers in specific targeted fields to establish a long-term commitment towards training that leads to employment. The required long-term financial commitment and additional in-kind support have aided with funding needed to initiate and operate technology-based programs.

Program Advisory Committees

Southwestern Community College has program advisory committees for all vocational/technical and career options programs. The committees are comprised of representatives from the program specific business or industry. Recommendations are written into the goals for the programs and are also reviewed through the program evaluation process.

Representatives from the advisory committees and outside business and industry have also been used in the development and/ or revision of new curriculum, surveys for employer satisfaction, and program evaluation.

Structural Drafting

The Southwestern Community College Structural Drafting Technology program has worked with industry representatives and area employers to identify and provide the most appropriate and current computer assisted drafting and steel detailing software and hardware. The program has received donations of SDS steel detailing software as well as assistance with instructor training expenses and on-site visits to companies.

Robotics

The Red Oak Center Electromechanical Technology program advisory board recommended that the students have opportunities to work on robots typical of those used by industry in southwest Iowa. Through the efforts of the training coordinator and maintenance engineer at ROMEch, a division of Magna Industries, a Motoman industrial robot was donated to the college for robotics training at the Technology Center.

Research and Development*

Objective and Actions

- C. Develop and implement new programs, activities, and services
 - ◆ Conduct a feasibility study of building a Technology Center
 - ◆ Explore new possibilities for academic programs, which may include majors in recreation, electrical trades, agricultural laboratory technology, health care administration, masonry, plumbing, forensic science, agricultural specializations, commercial mechanics, and expansion of structural drafting

Services

Objective and Actions

- E. Continue to improve and expand technology services and programs to students, staff, and communities.
 - ◆ Support and enhance data management system and staff
 - ◆ Improve employee awareness through orientation and training in college communications, operations, culture, and technology
 - ◆ Increase computer access
 - ◆ Expand access to library resources and services, especially for students at the Centers and distance learning students
 - ◆ Improve communication to students concerning technology resources provided, i.e., Campus Connect, email.

*Relationship to SWCC's local plan to the statewide plan, "Shaping the Future."

Indian Hills Community College (IHCC)

The Rural Health Education Partnership was established in April 2001 with Ottumwa Regional Health Center as the initial partner. The purpose of this partnership is to provide accessible and affordable health care education programs to health care providers in rural southeastern Iowa. To meet this goal the following objectives are being pursued:

- ◆ Address shortages of certain health care professionals in Area XV through recruitment, education and retention of health care professionals.
- ◆ Provide accessible quality health education programs and services to Area XV health care providers.
- ◆ Provide continuing education for relicensure/recertification for health care professionals which conform to all criteria for continuing education as stated in the rules and regulations of the various state boards and/or regulatory agencies.
- ◆ Provide staff development education programs for health care personnel.
- ◆ Manage combined resources of the parent organizations.

The Child Development Program faculty has been working with local Child Care Resource and Referral staff and SEIDA Head Start to provide education for child care workers. This is part of a National effort which is encouraging states to pursue avenues for improving the professional preparation of child care providers.

As of January 2002, 10 Head Start employees had articulated their Child Development Associate (CDA) Credential into the Early Childhood Program at Indian Hills Community College, and were pursuing an Associate Degree in Early Childhood.

IHCC, Plans for Excellence Related Goal(s):

- ◆ Implement the Rural Health Education Partnership (RHEP).
- ◆ Develop linkages with Child Care Resource and Referral and SEIDA Head Start to coordinate efforts in providing training for the child care community (directors and family day care providers).

IHCC actively involves business and industry as partners to strengthen career and technology-based education programs. Through a local advisory council, IHCC receives assistance in the evaluation, and maintenance of the vocational technical programs. The council's membership is composed of practitioners and other college constituencies from across the occupational spectrum. Membership shall adhere to state and federal guidelines concerning gender balance and special populations.

The council identifies the needs of individuals and the community; helps assess labor market requirements; contributes to the establishment and maintenance of realistic and practical programs; participates in developing community understanding and support; aids in building the prestige of and respect for the entire program of occupational education; and is concerned with long-range goals.

IHCC also seeks advice from program advisory committees consisting of a group of representative employees and employers who are recognized and respected experts in a specific field of work. The committee is organized to advise Indian Hills administrators and instructors in matters relating to preparing people for entry and advancement in a specific field of work.

IHCC, Plans for Excellence Related Goal(s):

- ◆ Work collaboratively with business and industry to research and develop new technology-based programs.

Objective: Meet the needs of business and industry by focusing on their short and long-range employment goals.

IHCC has partnered with area bio-processing industries to formally assess both company-wide and individual employee training needs and resulting in publication of the *Bio-Tech Industry Workforce Study* (2001). Assessments were completed for the industries' water treatment and wastewater treatment workers, maintenance workers, bio-processing technicians, process control technicians, and for related contracted employees which serve those industries.

IHCC has partnered with area bio-processing industries and utilities, Wapello County, Iowa Department of Economic Development, USDA and EDA to build the Iowa Bio-process Training Center in Eddyville. This \$1.67 million training center is designed to meet the existing training needs for Iowa bio-processing industries and to attract new biotech industries to the state. In addition to general classrooms, the center includes a virtual reality fermentation plant, a bio-process technician training laboratory, a process control technician training laboratory with Delta V software, and a fully functioning pilot fermentation plant containing 500L, 150L, and 20L fermenters, a freeze dryer, filtration equipment, centrifuges, a large autoclave, and other laboratory equipment.

Advisory Committees consisting of business and industry professionals provide valuable input into the direction of the Business Management and Criminal Justice instructional programs. The Advisory Committees meet twice per year.

Both the Business Management and Criminal Justice programs require students to participate in Internships. Internships allow the students the opportunity to work under supervised conditions and gain a greater understanding of their chosen field of study.

IHCC, Plans for Excellence Related Goal(s):

Continue to develop and promote Arts and Science program areas to meet the needs of business and industry.

The advisory committee for Drafting/Virtual Reality includes members from major manufacturing and technology businesses. Based on advisor recommendations, the program instructors have recently revised the curriculum to include a higher level of math, more focus on solid modeling, and additional general education courses.

Advisors to the Building Trades program are helping the instructors review the connection between Building Trades and Construction Management.

For two years, the Building Trades Program has partnered with the city of Centerville, Iowa, and the Department of Natural Resources to use energy efficient methods and building materials. The program instructors, the city building inspector, and DNR representatives also hold workshops to educate contractors in the use of these energy efficient methods and building materials.

Southeastern Community College (SCC)

- ◆ SCC's Center for Business & Industry Services (CBIS) promotes communications with local Workforce Center offices, developing staff awareness of community college services.
- ◆ CBIS relies heavily on industry leaders to direct its business unit in the area of contract training.
- ◆ Steering committees are in place for safety training activities and for Apprenticeship Industrial Programs.
- ◆ CBIS has offered coursework in cooperation with the local AEA that brings industry and education partners together in a training setting. (Example: Lean Manufacturing)
- ◆ Southeastern envisions itself as a dynamic leader in life-learning, an innovator of responsive programs and services, and a promoter of professional, personal, social, and economic development. To maintain its leadership, innovation and promotion, Southeastern has the following on-going involvement with its business and industry partners:
- ◆ All vocational-technical programs have active advisory committees in place. The committees meet at least once an academic year. Advisory members have offered suggestions for curriculum change and equipment update that have been implemented.
- ◆ The Computer Numerically Controlled Machines (CNC) ACE Project saw three area manufacturing companies located in New London, Mt. Pleasant, and Wapello partner with SCC to provide three new precision machining options. This year's ACE (Accelerated Career Education) Project will provide basic industrial maintenance training through the cooperation of three businesses in the Fort Madison and Keokuk areas.

- ◆ A matrix of career pathways was created from a major partnership with K-12s and a committee of business and industry representatives. The matrix includes the language arts, math, science, social science, and career and technical courses students need to take to prepare for careers in agric science and natural resources, arts, media and communication; business/information systems and marketing, health services, engineering and industrial technology, and family, consumer, and human services. The matrix included a list of employability skills that area employers expect in entry-level workers.
- ◆ A survey of entry-level employment characteristics sent to businesses and industries within AEA XVI will be used to help all curricular levels develop or revise their curriculum; although this survey does not relate to fund acquisition, it could be used to develop proposals for funding.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative G: Explore options for establishing an electronic system to serve as a one-stop web-site connecting Iowans to life-long learning opportunities at Iowa's community colleges and for providing individual transportable portfolios.

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Department of Education Response

Choices—There is a project being undertaken in partnership with the state of Minnesota involving an e-portfolio that will allow direct input from Choices into an electronic portfolio, which includes work samples and various histories. This project will be pilot tested in the fall with any community college or workforce development center that wishes to take part.

Community College Responses

Northeast Iowa Community College (NCC)

College Goal: To utilize facilities, equipment, locations, and teaching methods which provide accessible programs and services for all people who wish to participate.

Activities:

- ♦ **Kuder Career Inventory**—NICC has licensed and will provide at no charge, the Kuder Career Inventory and internet-based technology to each of the 68 public and private schools in the NICC district with grades 7-12.
- ♦ **Iowa Workforce Development**—NICC is the employer of record for the IWD Area Coordinator and integrates IWD and NICC activities to best assist employers and employees in the district.
- ♦ **Distance Learning Courses**—The number of courses NIACC now delivers by ICN, telecourse, independent study, and online is expanding rapidly as more of our faculty become familiar with the technology. Class increases for Summer 2001, Fall 2001, and Spring and Summer 2002 were 354 percent, 170 percent, 105 percent and 67 percent above the prior comparable term in on-line courses alone. This meets a tremendous need for NICC's area students.

North Iowa Area Community College (NIACC)

NIACC Goal: Ensure that all individuals have opportunities to continue learning throughout their lifetimes.

Strategies:

- ◆ **On-line Iowa Distance Learning Catalog:** NIACC has participated in the IPTV-sponsored Iowa Distance Learning Catalog (www.iowalearns.org) web site that provides a single source of information for online courses offered by Iowa colleges and universities.
- ◆ **On-line Non-credit Transcripts:** The Continuing Education Division has in place a process through which a person can download and print an unofficial noncredit transcript. For an official Continuing Education transcript, a person must provide an original signature and follow specific guidelines that include a student identification process.
- ◆ **On-line Credit transcripts:** The college is in the process of investigating the infrastructure requirements that would allow online access to credit transcripts. Once that is accomplished, steps will be taken to consolidate credit, non-credit, and certification documentation into one document.

Iowa Lakes Community College (ILCC)

Iowa Lakes Core Values:

ILCC accepts responsibility to include diverse ideologies, cultures, perspectives and opportunities in the college experience.

- ◆ ILCC believes they have a responsibility to expose learners to diverse and new perspectives, ideas, people, and values.
- ◆ ILCC believes the college should be flexible in accommodating and tailoring learning experiences to meet the needs of the individual, business, industry and their communities.

Iowa Lakes College-wide Goals:

- ◆ Value the individual differences of learners, staff and communities by providing appropriate resources and opportunities for growth.
- ◆ **Deliver high quality, comprehensive curricula, programs and services accessible to all learners.**
- ◆ **Support excellence in teaching with a focus on learning in an intellectually stimulating environment.**
- ◆ **Inspire the learner to integrate their educational experiences into the fabric of life.**
- ◆ Make available resources to focus on a high quality learning experience.
- ◆ Provide leadership in anticipating and developing educational opportunity for our global community.

Note: Please refer to Iowa Lakes Strategic Plan, *Vision In Action – Focus on Education*, for specific program, discipline and division goals supporting Iowa Community College goals and initiatives.

Northwest Iowa Community College (NCC)

For several years, Northwest Iowa Community College has included in its continuation education offering the opportunity for individuals to be involved in learning opportunities via the Internet.

Iowa Central Community College (ICCC)

♦ Focus Area – Communications

Goal 1: The college will enhance the flow of internal and external communications.

The Iowa Central Community College web-site is user-friendly and designed with students in mind. Quick and easy to navigate, the web page takes visitors on a virtual tour of the college's many features from academic programs, to enrollment services, to financial aid and student activities. Providing news, information and links, the Iowa Central web page is the portal to distance learning, on-line course offerings, and now, an on-line degree. Current and prospective students can use the Iowa Central web page for all of their information needs.

Iowa Central Community College currently advertises 26 courses over the Iowa Distance Learning Catalog through Iowa Public Television (IPTV), 11 on-line, and 15 guided self-study courses. Information provided at this web site includes: effective dates, instructor(s), course description, and registration information. ICN courses will be added to the catalog for the fall classes.

The Iowa Central home page also has a section that provides information regarding over 100 non-credit on-line courses available through Iowa Central in partnership with Education to Go.

ICCC has organized a one-stop-shop partnership with 10 organizations in each community college district. The services provided by each partner are listed in an Iowa Workforce Development Provider section in the workforce development page.

Iowa Valley Community College District (IVCCD)

IVCE has become more involved in web-based learning programs for non-credit continuing education units. This is an area that IVCCD needs to focus more energy and attention on developing.

IVCCD has discussed the portfolio concept for the past several years and will continue to explore ways to provide that option to students.

Hawkeye Community College (HCC)

This goal is not referenced in the HCC 2000-2004 strategic plan.

HCC Activities Update

- ◆ Developed a PDF file of the continuing education/non-credit tabloid that is available on the HCC web-site. Instructions are available for class registration. (On-line registration is currently not available.)
- ◆ Worked with the ACCES consortium to provide student access to academic records via the web; i.e. grades and class information. Options to pay and financial aid information will be forthcoming.

Eastern Iowa Community College District (EICCD)

Initiative G is included in the EICCD Goal 1: Access—The EICCD provides life-long learning opportunities to meet the academic, economic, cultural, and social needs of the community.

EICCD maintains both Internet and Intranet sites. To date, EICCD has not been approached to cooperate in a one-stop statewide web-site system.

Kirkwood Community College (KCC)

Career Edge Academy (Tech Prep) programs provides competency certificates that validate what students have achieved in each academy course. These certificates are designed for inclusion in the student's portfolio.

Des Moines Area Community College (DMACC)

1. One-stop web-site is available through IACCT (Iowa Association of Community College Trustees) at www.iact.org. This site links to each of the community college web sites in Iowa.
2. The community colleges are currently in the process of developing a web address for 1-Source Training-which connects all the community colleges in Iowa to serve common training needs across the state.
3. DMACC has participated in the IPTV distance learning catalog (www.iowalearners.org) web-site that provides a single source of info for online courses offered by Iowa colleges and universities.
4. IowaCareer.net is a starting point for a life long learning system that connects many of Iowa's community colleges. From that starting point, DMACC can develop a one-stop web-site where information on students can be kept and where the college can then later point them to life-long learning opportunities at the various community colleges in Iowa, based upon their interests and what they have already experienced.

To do this, the college would need to significantly expand the IowaCareer.net web-site to collect information about the student's desires for their future and to keep track of goals they have met.

Western Iowa Tech Community College (WITCC)

WITCC Strategic Plan Goal 12 focuses on improving access to the college by delivering all college services through remote information technologies, including telephone and the web, by the fall Semester 2002.

Iowa Western Community College (IWCC)

Iowa Western Community College is working with the Iowa Association of Community College Trustees to accomplish this goal.

Southwestern Community College (SWCC)

Web-site Links

Southwestern participates in a number of online one-stop sources for information on life-long learning opportunities. The IACCT (Iowa Association of Community College Trustees) web-site, at <http://www.iacct.com/> provides efficient access to "the rich and varied program of credit and non-credit distance education opportunities" offered by the 15 Iowa community colleges.

Southwestern is a member of ICCOC (Iowa Community College Online Consortium); seven colleges offering online courses entirely over the Internet. The ICCOC web-site at <http://www.iowaconline.org/> provides information on courses, direct access to One-Source curriculum information, and links to each member college.

One-Source Training

One-Source Training will work as the centralized clearinghouse for acquiring and delivering statewide corporate training projects. This will position Iowa's community colleges to provide training in a united and seamless manner and allow for collaboration among the community colleges to enhance their competitiveness on statewide training projects. The contact, representing all 15 Iowa community colleges is at (866) 663-8724 or <http://www.onecoursetrainingiowa.com>.

Adult Education

Beginning last February, when the new GED tests were implemented, GED official testers can go on-line to access their GED test scores. Each tester is assigned an ID code and can go on the web site to check scores. (Statewide initiative.)

GED Examiners and Alternate Examiners may access GED test scores for in-completers and completers by accessing a newly-created web site. This is a secure web site and only those with assigned codes may access. This has certainly made the college's job easier when a person tells SWCC he or she began testing at another college. This also helps the college confirm for business and industry GED completer status. For official transcripts, the tester must sign a release.

Services*

Objective and Actions

A. Coordinate distance learning

- ◆ ICN
- ◆ Internet
- ◆ Telecourses
- ◆ Training and technical assistance

B. Further develop and promote course and degree opportunities available by distance learning

*Relationship to SWCC's local plan to the statewide plan, "Shaping the Future."

Indian Hills Community College (IHCC)

In the fall of 1998, the Department of Customized Learning contracted with a third party provider of non-credit online course offerings. This arrangement has allowed Indian Hills Community College to expand into a new educational market and it has been successfully accepted by students since its inception.

Course offerings include computer software applications, Internet and web-based programming, instruction and design, personal and professional enrichment, certification exam prep, writing courses, entrepreneurial/small business courses, and business administration and management courses.

Student registration, orientation, payment, and verification are all completed on-line. Student lessons, quizzes, and exams are completed on-line giving students unlimited accessibility to this medium of education.

IHCC is working to apply information technology effectively to students services, and by assuring that students, faculty, administration, and staff can utilize information technology effectively, and improving instruction to students by training faculty in the use of information technology and related resources. By ensuring all students, faculty, administration, and staff have access to student information and records as well as to information technology resources that are needed to fulfill their roles and responsibilities.

IHCC, Plans for Excellence Related Goal(s):

- ◆ To increase faculty skills and knowledge in the use of information technology to deliver instruction by providing faculty training and leadership of educational technology in the curriculum.
- ◆ To provide distance education students with access to electronic assessment and advising, career assessment tools, and professional/peer tutoring at the County Service Centers by integrating technology software applications to the student entrance assessment and career assessment processes and installing videoconferencing equipment to facilitate these processes at distance education sites.
- ◆ To initiate electronic testing for a total of 36 distance education courses by installing presentation and specific subject matter software for training and teaching.
- ◆ To create electronic accessibility for all students to their information and to access degree audit, academic advising, financial aid, accounts payable, and registration information by integrating software applications to these processes.
- ◆ To increase faculty access to information technology resources by adding computer for faculty use.
- ◆ To increase student access to information technology resources on the Ottumwa campus by adding computers for outside of classroom use.
- ◆ To build an electronic access infrastructure for students by installing full fiber optic wiring capacity to students resident halls on the Ottumwa campus.
- ◆ To build an infrastructure for student and faculty electronic access to and from all facilities on the Centerville campus by completing the fiber optic wiring capacity for that campus.

Objective: To increase student access to information technology resources on the Centerville campus by adding computers.

IHCC is working to strengthen the technology resources and services available to students, faculty and staff through systematic purchasing and staff development efforts. The College recognizes the responsibility and obligation to provide our students with not only the skills and knowledge to utilize today's technology, but to develop students ability to apply their analytic thinking abilities to their future college and professional careers.

IHCC, Plans for Excellence Related Goal(s):

Strengthen Academic Programs by applying information technology effectively to student services, and by assuring that students, faculty, administration, and staff can utilize information technology effectively, and improving instruction to students by training faculty in the use of information technology and related resources.

Southeastern Community College (SCC)

- ◆ The Iowa Community College Online Consortium (ICCOC) and its informational web-site www.iowaconline.org <<http://www.iowaconline.org>> have taken large steps to accomplish the stated goal. The ICCOC provides Iowans the opportunity to pursue a postsecondary education and earn an AA degree "anytime/anywhere." The ICCOC continues to work with four-year colleges and universities to establish partnerships for students to complete a Bachelors degree via the Internet.
- ◆ The ICCOC informational web-site includes information on how to achieve an AA degree via the Internet. It will soon contain links to partner four-year colleges where students will be able to transfer their AA and continue to work toward a Bachelors degree via the Internet. In addition, the informational web site contains information on applying for college admission, financial aid links, degree requirements, library resources, and much more.
- ◆ Soon www.iowaconline.org <<http://www.iowaconline.org>> will integrate course equivalencies between ICCOC member colleges and Iowa's regent universities. SCC has started this process on its On-line Student Services site: <<http://www.secc.cc.ia.us:8080/dlweb/online/>>
- ◆ Southeastern Community College is the fiscal agent for the ICCOC and, as such, has taken a lead role in management of the Consortium.
- ◆ SCC is involved in the Tri-State Consortium which provides an offering of online courses through SCC, John Woods Community College, and Moberly Community College.
- ◆ Through the ACCES Consortium SCC has the capability of offering online registration for traditional SCC courses. This web-based access to the College's mainframe also provides the student the opportunity to view transcripts, check schedules, and view financial aid.
- ◆ Through the ACCES Consortium SCC has the capability of implementing a DARS (Degree Audit Recording System) which allows the real time assessment of a student's progress toward their respective major. Through this system, a student will be able to access via the SCC.ACCES.ORG site their up-to-date degree progress.
- ◆ The web-site www.iowacommunitycolleges.com <<http://www.iowacommunitycolleges.com>> serves as a clearinghouse for Iowa Community College classes available via the Internet.
- ◆ The Iowa Coordinating Council for Post-High School Education (ICCPHSE) has established the Advisory Committee on Distance Learning. The goal is to look at distance learning in Iowa from a broad, future-oriented perspective. This committee has a web-based catalog of Iowa distance learning resources.
Site address is: www.iowalearns.org <<http://www.iowalearns.org>>

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Initiative H: Implement strategies to best respond to the needs of adults learning to speak and read English, with special attention to immediate language skills for the workplace.

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

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Department of Education Response

ABE (Adult Basic Education)—During program year 2001 (July 2000-June 30, 2001), Iowa's community college based adult basic education (ABE) program served a total of 4,679 enrollees (23 percent of the total ABE enrollment) who were classified as English Literacy (formerly referenced as English-as-a Second Language) adult learners. The overall goal of the English Literacy program is to provide instruction "designed to help individuals of limited English proficiency achieve competence in the English Language." This mandate includes instruction in learning necessary language skills to successfully compete in the 21st century workforce. The Department of Education, in conjunction with the community college based adult basic education program, has initiated two English Literacy initiatives to ensure that Strategic Goal # 1 H is successfully achieved: (1) Iowa's English Literacy Pilot Project, and (2) the implementation of the English Literacy/Civics Education program.

Iowa's English Literacy Project—The Department of Education, in collaboration with the Comprehensive Adult Student Assessment System (CASAS) and Iowa's community colleges, initiated a three-year English Literacy Pilot project during Program Year 2001. The overall goal of the project is to research and identify promising instructional strategies and curriculum offerings designed to meet the unique learning needs of Iowa's adult immigrant target population. The project objectives are to: certify a state-level English Literacy CASAS trainer; identify appropriate assessment instruments to effectively measure and report skill level gains in the areas of speaking and listening as required by the National Reporting System (NRS); and identify appropriate instructional strategies and curriculum materials designed to meet the learning needs of Iowa's adult immigrant populations. The project is concluding the second year. To date, the project objectives are being achieved. There were four community colleges who served as the initial pilot sites. During project year three, an additional four pilot sites will be added to the project. The project will be implemented on a statewide basis during September 2003.

English Literacy/Civics Education Program--During Program Year 2000, the Department of Education amended the adult basic education state plan in order to apply for and receive English Literacy/Civics Education (EL/Civics) program funds from the United States Department of Education: Division of Adult Education and Literacy (USDE):

DAEL) for Program Years 2002-2004. The funding of the EL/Civics program is authorized under section 1000(a)(4) of the Consolidated Appropriations Act (P.L. 106-114) which reserves federal funds for State grants under the Adult Education and Family Literacy Act (AEFLA) for "integrated English literacy services and civics education to immigrants and other limited English proficient populations." The purpose of this initiative is not simply to expand English Literacy services, but to provide an integrated program of services that incorporates English Literacy and civics Education. To effectively participate in the education, work, and civic responsibility of this country, immigrants and other limited English proficient persons must not only master English, but be able to understand and navigate governmental, educational, and workplace systems and key institutions such as banking and health care. The Department of Education has successfully implemented the EL/Civics Education program through the existing community college based ABE delivery system.

Community College Responses

Northeast Iowa Community College (NICC)

NICC Goal: To encourage cultural diversity and provide growth and development for all members of the college community.

Activities:

- ◆ **ESL Program**—NICC offers ESL throughout the district.
- ◆ **GED (General Education Development)**—Almost 230 persons have completed their GED this year. There is an English component.
- ◆ **Command Spanish**—A Spanish language education program is offered to business and employees to facilitate better communication.
- ◆ **Postville Initiative**—A retired NICC Continuing Education Director has been retained as Special Assistant to the President to provide programming and represent the College in Postville, Iowa.

North Iowa Area Community College (NIACC)

NIACC Goals:

- ◆ Build community by promoting understanding, appreciation, cooperation, and communication among diverse individuals.
- ◆ Ensure that all individuals have opportunities to continue learning throughout their lifetimes.

Strategies:

- ◆ **Community Classes:** NIACC provided 12 tuition-free English Language instructional classes in handicap-accessible locations in seven towns in the North Iowa area. Several of the classes provided child care services free of charge. Over 220 students were served.

- ◆ **Curriculum Development:** In FY02 a citizenship component was added to all English language classes. Workforce competencies are taught in area English classes. These competencies are based on CASAS (Comprehensive Adult Student Assessment System)/SCANS (Secretary's Commission on Achieving Necessary Skills) competencies. Examples are:

- Communicate in interpersonal interactions.
- Communicate regarding personal information.
- Effectively manage workplace resources.
- Demonstrate ability to use thinking and problem-solving skills.
- Demonstrate effectiveness in working with others.
- Basic skills, including reading, writing, listening, and speaking.

Iowa Lakes Community College (ILCC)

Iowa Lakes Core Values:

ILCC is committed to developing the integrity, self-worth, well-being and potential of all learners.

- ◆ ILCC believes in encouraging students from all ages, backgrounds, interests, and talents to challenge themselves educationally, by completing courses at Iowa Lakes Community College.
- ◆ ILCC believes they have a responsibility to foster personal growth among all learners.

Iowa Lakes College-wide Goals:

- ◆ Value the individual differences of learners, staff and communities by providing appropriate resources and opportunities for growth.
- ◆ Promote a positive college culture that focuses on holistic learner development.
- ◆ Expand staff and learner awareness and sensitivity to diversity.
- ◆ Provide leadership in anticipating and developing educational opportunity for our global community.
- ◆ Respond to the dynamic needs of our communities.

Iowa Lakes Objectives:

- ◆ Develop a standard curriculum for literacy classes.
- ◆ Expand ESL programming to other communities.
- ◆ Partner with the Estherville Community School District and the federal 21st Century Learning Community grant project to provide expanded ESL classes.
- ◆ Continue to provide ESL, ABE, and GED classes to Even Start families in partnership with Estherville Community Schools.
- ◆ Provide additional training for ESL teachers, with the support of the federal Civics Education grant, in classroom management techniques, especially strategies to respond to multi-ability level classrooms (students with English skills ranging from beginning to advanced).

Note: Please refer to Iowa Lakes Strategic Plan, *Vision In Action – Focus on Education*, for specific program, discipline and division goals supporting Iowa Community College goals and initiatives.

Northwest Iowa Community College (NCC)

Northwest Iowa Community College has been successful in providing English as a Second Language and Adult Basic Education to area residents.

Iowa Central Community College (ICCC)

◆ Focus Area – Partnerships

Goal 1: The College will meet the educational needs of area businesses and industries (apprenticeship, non-credit, and credit courses).

Iowa Central has established a Command Spanish® Center in cooperation with Command Spanish® Inc., the country's leading provider of customized Spanish language programs and products. The center provides credit and noncredit training for many professions, including law enforcement, business and industry, education, medicine and dentistry, public safety, social services, and government agencies. The center also provides customized language and cross-cultural training for public and private agencies and organizations. Enrollment is open to anyone. Workshops and seminars are available at Iowa Central or on-site. No transcripts or entrance exams required. No residency requirements. No application procedure. CEU's available.

The Adult Basic Education program provided literacy services to Buena Vista, Calhoun, Greene, Hamilton, Humboldt, Pocahontas, Sac, Webster and Wright counties. Over 1,400 adults were served by ABE in fiscal year 2000-2001.

English As a Second Language—free classes were offered in Clarion, Eagle Grove, Fort Dodge, Jewell, Storm Lake, and Webster City for people who need to speak, read, and write the English language. One-on-one tutoring was arranged in those communities where there wasn't sufficient demand for a regularly scheduled class. Students may also study for the U.S. Citizenship test in the ESL classes.

The college provides on-site workplace literacy classes tailored to an individual company's needs. Examples are: Frigidaire Home Products, Bil-Mar Foods of Iowa, Seneca Foundry, and Iowa Beef Packers, Inc.

Iowa Valley Community College District (IVCCD)

IVCE hosted the train-the-trainer workshops for the Command Spanish program in Iowa. IVCCD is placing greater emphasis on reaching out to all employers in the district to offer either Command Spanish or customize a program to meet their needs. IVCCD's

goal is to continue this effort and train more teachers in the Command Spanish curriculum and make even more businesses aware of the program.

IVCCD has completely reorganized the ESL program in IVCE and have adopted a curriculum that provides greater knowledge of the English language for day-to-day living. Individuals will be better able to conduct business, shop, and communicate with schools and agencies in daily life.

IVCCD has a goal of growing the ESL program significantly in terms of courses offered, student enrollments, and expanded levels of offering. IVCCD will also be coordinating with the college ESL program so that adults that move from the IVCE program to the college level will be able to do so with minimal frustration.

Hawkeye Community College (HCC)

HCC Strategic Plan Goal 2.16 is to develop a comprehensive service system for international, ESL, and immigrant status students. Further, the Strategic Plan Goal 1.10 is to enhance support for non-traditional students related to this initiative.

HCC Activities Update

- ◆ Provided ESL classes on campus, as well as at its Metro center located in downtown Waterloo.
- ◆ Developed an initial comprehensive plan for enhancing and increasing services and support for international students; however, due to funding limitations, and budgetary restraints the plan is currently not being implemented.

Eastern Iowa Community College District (EICCD)

Initiative H is included in the EICCD Goal 1: Access—The EICCD provides life-long learning opportunities to meet the academic, economic, cultural, and social needs of the community; and also Goal 5: Student Diversity—The EICCD recruits, assesses, and retains students from diverse backgrounds. This is measured by enrollment in programs and percentage of minority students served by district.

EICCD offers programs in ESL and literacy training to meet students' special needs. Programs are offered at all three campuses and additional delivery sites such as Kahl Education Building, Columbus Junction, and community buildings. Approximately 800 students are served annually in ESL training.

Kirkwood Community College (KCC)

Kirkwood Training Services has become certified in Command Spanish and now delivers short-term, intensive training classes to a broad array of disciplines. Over 110 individuals have received training in ESL and Conversational Spanish.

Kirkwood provides English Literacy classes throughout their service area that emphasis the speaking and reading of English for everyday use and for the workplace.

Des Moines Area Community College (DMACC)

DMACC currently sponsors English Literacy (EL) services at 15 locations across the district offering approximately 45 different classes each semester. Through cooperative agreements with local agencies, DMACC is able to co-sponsor 10 additional classes each semester. Several more groups are able to provide their own English Literacy classes with the consultation support and use of the extensive EL resource library operated through the Adult Basic Education Program at DMACC. Each year, approximately 2,000 people avail themselves of this critical resource through these combined efforts.

Instruction in DMACC's EL Program is competency-based and includes speaking, listening, reading and writing at literacy, beginning, intermediate and advanced levels. Advanced levels of instruction prepare students for the transition into college level coursework. Placement in all classes is based on current language ability. The majority of students are at the beginning levels of EL instruction. Since economic stability is critical to new Iowans, the content of these classes is context driven using real world work and life experiences (English language is introduced through survival skills and work place English). Next year, a more thorough assessment process will provide students and perspective employers with evidence of competency attainment through a skill certification system. Certificates in Math and Reading are currently available. Specific to the EL students will be certificates in Writing, Speaking, and Listening.

In September, a new site for EL services will open on the south side of Des Moines. This site will allow for expanded workplace readiness services. In addition to the usual EL classes, bi-lingual vocational advisors will be available to help students prepare for first jobs or transition into new jobs. Workshops will be conducted on how to complete an application, how to inquire about jobs, how to put together a resume, and how to interview. Conversational partners will be available to allow for English language practice and accent reduction. For the first time, service specific to ESL Youth at Risk, referred from the local school districts, will be available.

Strategies for FY 03:

1. Continue to provide district-wide leadership in EL services. Organize a bi-annual forum for all EL service providers in the district (especially important in the Des Moines Metro where several agencies, bureaus, organizations, and churches are involved in EL instruction). This will provide an opportunity for information dissemination, a chance to network, and possibly, share resources.
2. Begin the skill certification system documenting skill attainment. Educate potential employers on the value of these certificates.
3. Open the new site in Des Moines that will offer expanded workplace-related EL services to all residents and services specific to ESL Youth at-Risk students.

4. Initiate a forum that allows for increased communication and collaboration with local school districts as both systems work to transition students and their families into this culture.
5. Expand Citizenship classes throughout the district.

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DMACC, ISU, and Simpson Colleges are partnering to develop and deliver a minority teacher preparation program. The goals of the program are to address the following:

1. The shortage of people of color in the teaching profession in Iowa.
2. The shortage of members from other under represented groups in the teaching profession in Iowa.
3. The teaching shortage in the state.
4. Alternative licensing issues.

In addition, DMACC is developing a comprehensive faculty development program for our full and part-time teachers. This program, as it's fully implemented over the next three years, will provide professional development activities on learning, teaching, technology and leadership to hundreds of faculty in central Iowa.

Western Iowa Tech Community College (WITCC)

WITCC Strategic Plan Goal 8, Objective 2—Deliver workplace literacy training, including English as a Second Language (ESL). Added part-time coordinators who are Hispanic and Asian. Other initiatives include marketing communications and services by identifying businesses that can benefit from workplace literacy training.

Iowa Western Community College (IWCC)

Community Services, Continuing Education, and Economic Development Operational Objective #2 (related to Strategic Goal #9): To expand services available to non-English speaking persons through a variety of delivery methods both at college facilities and at the workplace sites and to pursue the college being designated as one of the state's immigration centers by June 30, 2001.

Iowa Western offers day and evening classes at the Adult Learning Center for adults learning to speak and read English. In addition the college works with local employers to offer classes at the work-site. The number of employer-sponsored classes has grown in recent years. IWCC is currently working with a health care provider to offer a Spanish Nurse Aid Class. IWCC has also offered Basic Spanish classes for people who encounter Spanish speakers in the workplace.

Southwestern Community College (SWCC)

Basic Skill Assessment

A team of college staff has responded to requests from area industry to analyze the basic skills requirements for jobs and training at their facility (facilities). Utilizing the Comprehensive Adult Student Assessment System (CASAS), assessment instruments, interviews, and observations were made at 14 job positions to determine basic skills competencies required to be successful on the job. Forms and job materials for each job position were collected. A Workplace Analysis Basic

Skills Needs Report was written for each of the 14 job positions. The report stated the reading, writing, oral communication, math, and critical thinking used in each job position. Employees below a desired level or wanting to increase a level, were encouraged to take skill enhancement classes from Southwestern Community College Adult and Continuing Education. These classes were determined by the results of the assessing and the CASAS composites.

ESL (English as a Second Language)

The English Literacy population at Southwestern Community College serves the college's primarily immigrants working in industry or hog confinement operations in Southwest Iowa. SWCC's English Literacy population is predominantly Hispanic; however, the college does serve a few Bosnian, Korean, Russian, and Chinese.

Southwestern Community College currently has three Adult English Literacy Classes. The classes are held at each of our Southwestern campus sites-Creston, Osceola, and Red Oak. Creston is currently offering class two nights a week and serves 15-20 students. Osceola offers classes two days and one night a week with one of the day classes for Beginning English. Osceola serves approximately 50-60 English Literacy students. Red Oak has been holding classes in cooperation with a public library grant to serve 15-20 EL students. This class was primarily a conversational English class. Red Oak recently started a Learn to Read and Write English class at the Red Oak campus one night a week. This class will help those who want to work on English, reading, and writing skills.

The services Southwestern provides range from general life skills, basic skill needs, workplace skills to referral of EL students to GED classes and preparing for the TESOL exam. The curricula used by the three different sites is unique to the site in respect to each of the target audiences and their needs. The instructors use Side by Side, Laubach Way to English, and Oxford Picture Dictionary as resource materials. Southwestern will serve the English Literacy population by offering Citizenship classes when there is an interest.

Comprehensive Adult Student Assessment System (CASAS) Pre and Post testing procedures are given to determine EL enrollee learning gains. The procedure includes a competency-based approach to assessment.

The three EL programs allow the EL population to learn English in a variety of ways and through various means. The programs allow the students to network with the community and experience other resources that are available to them.

Services*

Objectives and Actions

- F. Improve and expand student activities, support services, and housing.
 - Expand English as a Second Language (ESL) and Spanish (language) classes.
- H. Offer flexible and alternatively scheduled course offerings and programs in response to identified needs.
 - Expand courses to serve area needs, such as additional foreign language(s) and cultural studies.

*Relationship to SWCC's local plan to the statewide plan, "Shaping the Future."

Indian Hills Community College (IHCC)

IHCC has a long history in providing ESL instruction to the constituents of Area XV since the end of the Vietnam War with an influx of Asian refugees to our area. The college's new wave of immigration includes Hispanic individuals from throughout South America, as well as Eastern Europeans and many Japanese.

This tide of immigration stems from the increase of industries in our region that are international companies trading in global economies.

IHCC has ESL programs for students enrolled in college degree programs, those seeking to acquire English language skills in order to become and remain employed, and those with a need to acquire basic English literacy as a survival skill. The college serves approximately 350 ESL students each year. That figure is comprised of a mixture of international students enrolled in college degree programs and others who enroll in our noncredit programs for basic English literacy.

The credit ESL program is offered for developmental credit. Students may enroll in ESL classes on a full or part-time basis. Classes are offered day and evening. Class size is small in order to provide individual instruction to the greatest extent possible. Students are encouraged to attain basic English reading and writing skills before transitioning into full-time enrollment in the liberal arts or technical programs. Students may continue to enroll in ESL classes concurrent with their degree program classes and may continue to receive ESL support through the college SUCCESS Center.

The non-credit ESL program is offered through the college's Adult Basic Education Program. Courses are offered for no credit and at no cost. They are offered at numerous

and varied locations throughout Area 15 including the two main college campuses, the eight County Service Centers housed in each county seat location, churches, community centers, businesses, industries, etc. Students may enroll for as many hours of instruction as their schedules will allow.

Credit and non-credit ESL instruction is delivered in a variety of formats. Students receive face-to-face instruction, one-on-one instruction, computer assisted instruction, and instruction utilizing technology that provides educational programming to distant or remote sites. Both programs utilize certified teaching staff.

Program activities included:

- ◆ Increased the visibility of college services relevant to language instruction through increased participation on college and community committees that focus on diversity and language course/seminars for citizens for whom English is a second language.
- ◆ Increased the enrollments in basic language instruction for community members who are native speakers but who wished to acquire foreign language skills in order to become better neighbors, employers, etc.
- ◆ Promoted cultural awareness through a variety of mediums for college students, community members, businesses and industries.
- ◆ Offered classes in English as a Second Language in all 10 counties of Area XV.
- ◆ Established a Regional Language Learning Center as a center to provide and disseminate information and instruction pertinent to language learning.

Southeastern Community College (SCC)

SCC's Center for Business and Industry Services (CBIS) offers ESL instruction, Literacy Training, and Spanish for specific industries, and Supervising Spanish Speaking individuals to area industries on a contract basis.

Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative A: Seek funding for development, necessary equipment, and implementation of industry standard career and technology-based programs that are articulated with secondary schools and four-year institutions.

Department of Education Response

Perkins, Tech Prep--The Department of Education administers Perkins and Tech Prep funding and provides technical assistance to develop and manage the utilization of the funds to plan and implement improvement and support activities for community college programs. Perkins funding has supported new and existing programs and has allowed the purchase of up-to-date equipment. The State Training School has updated several pieces of equipment with this funding. This has allowed students to be prepared for the current technology in the work world.

Community College Responses

Northeast Iowa Community College (NICC)

NICC Goal: To work in partnership with public and private entities, both rural and urban, to facilitate and balance economic growth, community development, environmental protection, and educational opportunities.

College Goal: To encourage good stewardship of college resources and to cultivate new avenues for resource development.

Priority Activities: Develop a plan for communicating the college's needs and funding sources to internal and external audiences.

Activities:

- ◆ **CISCO**—NICC is the regional Academy for 10 CISCO Academies in northeast Iowa high schools. These have proven very popular with high school students and provide valuable job skills.
- ◆ **Dairy Agreement with Northwest Iowa Community College (NCC)**—In response to the developing dairy industry in northwest Iowa, NICC and NCC have formed an

Intrastate Compact where Northwest students can take most of the NICC Dairy Science Program from NCC. General education classes are taken at NCC; agriculture courses are taught by NICC over the ICN; and students come to NICC for an eight-week intensive workshop in the state-of-the-art Dairy Center utilized by NICC.

- ♦ **Tech Prep AEA Partnership**—NICC and the Keystone AEA work together to deliver Tech Prep program activities throughout this area.
- ♦ **John Deere**—NICC has one of the largest John Deere public-private education partnerships on its Calmar Campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers support student costs to attend this program.
- ♦ **ACE Program Participants (9 Hospitals)**—NICC is beginning construction of an addition to its nursing program in Calmar with the partnership and support of nine hospitals in northeast Iowa.
- ♦ **Respiratory Program Advisory Groups**—When it looked like the Peosta Respiratory Program would close due to State budget reductions, several medical facilities pledged financial support to maintain the program.
- ♦ **CISCO**—NICC is part of the national CISCO program to deliver training to high school students. CISCO contributes part of the equipment costs.
- ♦ **Cresco Center Commitment from Howard-Winneshiek School District & Featherlite** – When the Cresco Center opens, it will be because the Howard-Winneshiek School District passed an income tax surcharge on itself, raising approximately \$1.5 million, and Featherlite donated \$50,000 toward equipment costs.

North Iowa Area Community College (NIACC)

No response from NIACC on this initiative.

Iowa Lakes Community College (ILCC)

Iowa Lakes Core Values:

ILCC is a community partner.

- ♦ ILCC believes in the importance of a shared sense of community among college programs, services and locations.
- ♦ ILCC strives for effective collaboration and partnership among their various college constituents (e.g., business, industry, school districts, other higher education institutions, individual citizens).
- ♦ ILCC believes they have a responsibility to be good stewards of public resources and the public trust.
- ♦ ILCC will work for the common good.

Iowa Lakes College-wide Goals:

- ♦ Make available resources to focus on a high quality learning experience.

Iowa Lakes Objectives:

- ◆ The Planning and Development Office will provide college-wide leadership and technical support for grants development and management to enhance and expand activities which advance the vision, core values, mission, and strategic goals of Iowa Lakes Community College.
- ◆ Expand Regional High School Academy offerings to additional area high school students.
- ◆ Develop resources to equipping and updating technology in technical program labs
- ◆ Continue to expand shared programs, dual credit offerings, and college prep courses.
- ◆ Provide area residents with access to baccalaureate and master degree completion programs through partnerships with other colleges and universities.

Note: Please refer to Iowa Lakes Strategic Plan, Vision In Action – Focus on Education, for specific program, discipline and division goals supporting Iowa Community College goals and initiatives.

Northwest Iowa Community College (NCC)

Northwest Iowa Community College has been proactive in securing financial resources for instructional equipment. For three consecutive years, NCC has secured Accelerated Career Education funding. Currently, a major gift campaign is being conducted; one of the initiatives is funding for instructional equipment. NCC is the recipient of two federal grants, i.e., Title III and TRIO. Also, three years ago voters approved a 6-cent levy for instructional equipment.

Iowa Central Community College (ICCC)

Priority: Resource Development And Allocation

◆ **Focus Area – Financial Resources**

- Goal 2: Target and prioritize grants that will meet the College's needs and maximize return for the time expended.
- Goal 3: Identify possible sources of donations.

There are two grant initiatives that were used to develop high-skilled workers using technology training. These initiatives meet a goal written in Iowa Central Community College's 2001-2004 Strategic Plan: Marketing, Goal 2 – The College will cultivate current partnerships to facilitate direct transfer to four-year colleges/universities and develop additional partnerships with four-year colleges/universities to expand higher education opportunities.

The first initiative titled “Technology Partnerships: An Opportunity for Iowa’s Community College’s to Provide Technical Assistance and Professional Development in the Use of Technology to Iowa’s Public Schools” provided \$88,010 from the Iowa Department of Education. The project included the formation of a regional technology committee, the creation of curriculum for training, and the implementation of training. The curriculum was written jointly by Iowa Central Community College and the Arrowhead Area Education Agency and concentrated on using technology to enhance critical thinking in reading, math, and science classrooms. Of the 39 K-12 school districts in Area V, Iowa Central partnered with 20. Participants in the training were K-12 teachers and some administrators from low-income school districts.

The second grant initiative is the Preparing Tomorrows Teachers to Use Technology (PT3) program from the U.S. Department of Education. Iowa Central Community College, in partnership with Buena Vista University and the Arrowhead Area Education Agency, received two PT3 grants. The first, a one-year capacity building grant for \$76,934, included training for faculty at Iowa Central and Buena Vista University who taught in education degree programs. Funding was also used for an instructional technology lab for use by faculty from all three partnering institutions and students in education programs.

The second PT3 grant provided approximately \$620,000 over three years to continue the efforts of the first grant. Activities included restructuring the teacher education program at both Iowa Central and Buena Vista University to create a coordinated program that includes courses in instructional technology, a mentoring program between in-service students and veteran teachers from schools in the Arrowhead Area Education Agency, and continuation of training. Over the life of the grant it is estimated that more than 120 students and teachers will be involved in the implementation grant program.

Two (2) years ago, Iowa Central became the fiscal agent for the Area V Tech-Prep allocations. Since assuming the stewardship of the regional Tech-Prep activities, greater than 95 percent of the regional funds have been spent to provide industry level equipment and staff development to enhance the quality and consistency of the secondary components high school Tech-Prep programs. Six (6) Iowa Central programs are articulated with the University of Northern Iowa.

Equipment and supplies have been donated to the Radiologic Technology, Medical Laboratory Technician, Associate Degree and Practical Nursing Programs from local hospitals. These items have assisted the Health Science Program students in meeting their competencies.

The college has employed an Associate Vice President of Resource Development. This person’s primary responsibility is to develop alternative funding for such programs.

Iowa Valley Community College District (IVCCD)

The district has applied for, Accelerated Career Education funds, Perkin's funds, 260A—Technology Improvement funds, and other grants to enhance career and technology based programs. The district is in the process of hiring a grant writer to expand opportunities for developing and maintaining industry standard programs.

Hawkeye Community College (HCC)

HCC Strategic Plan Goal 1.1 is to enhance current and develop new internal and external partnerships addresses this goal and initiative as well as Strategic Plan Goal 1.6 is to enhance and strengthen credit offerings.

HCC Activities Update

- ◆ Utilized ACE and Perkins funding to develop partnerships in the CISCO computer training area with local school districts; i.e. faculty training, support to equipment sharing for the programs, and equipping of the college's new information technology related program areas.
- ◆ Initiated tech prep offerings in Exploring Manufacturing Careers Consortium.

Eastern Iowa Community College District (EICCD)

Initiative A is included in the EICCD Goal 8: Resource Management—The EICCD assures institutional accountability through effective and efficient utilization and development of resources. This is measured by dollars raised by college foundations.

The EICCD aggressively seeks funding from state, federal and private sources to develop, purchase equipment and implement career and technology-based programs that are articulate with secondary schools and four year institutions. Current state funded programs include the ACE Program, Career Link, Innovative Skills Development Program, Targeted Industries Training, Technology Partnership Program, and Worker Education Transition Funds. Currently, federally funded programs include Brownfields, ATEEC Electronic Library, the Learning Anywhere Anytime Partnership, ATEEC/MIT Partnerships, work with the National Science Foundation and a Title III grant to strengthen the institution's programs, including creating virtual labs, technology enhanced education and student training on the information highway.

Kirkwood Community College (KCC)

Kirkwood received \$100,000 from McLeod/USA to establish Local Area Networking Academy (Tech Prep) programs at 14 high schools.

Rockwell-Collins awarded \$300,000 over a five-year period to develop a new Computer Programming Academy, to fund a half-time electronics instructor for the Engineering Technology Academy in two area high schools, and provide scholarship for students to continue their education in technology-related programs at Kirkwood.

Des Moines Area Community College (DMACC)

DMACC has acquired additional funds to support our career and technology programs through the following:

1. The college has applied for and used all available ACE funds (program and infrastructure) to support new or expanding programs in IT, Health, Manufacturing, Civil Engineering Tech, Automotive, Diesel, and Land Surveying. Each of these programs are part of high growth/high wage industries.
2. The college has received two major DOL federal appropriations for the support of articulated (high school and senior institution) manufacturing programs at Newton and Carroll in the amount of \$1.5 million.
3. DMACC used all of the state technology funds that DMACC received for vocational programs to support the hardware and software required to keep our programs current.
4. The college uses all available Tech Prep funds to provide 2 + 2 programs with high schools that focus on high demand occupations.

Western Iowa Tech Community College (WITCC)

WITCC Strategic Plan Goal 18 and its objectives incorporate plans for increasing financial support from public and private sources, including the development of an annual agenda with Continuous Improvement Targets for the grants office complemented by faculty training.

Iowa Western Community College (IWCC)

Strategic Planning Goal #6: By 2002, Iowa western Community College will develop a comprehensive plan to update instructional and information technology and thereafter update it annually.

Iowa Western pursues funding for programs that meet this initiative. Iowa Western has been awarded Accelerated Career Education (ACE) dollars to develop curricula that are articulated with four-year institutions and secondary schools. Two (2) examples are the Building Trades and the Video/Television Broadcasting programs. The college has articulation agreements with area secondary schools with the majority of its Career and Technical curricula, and a number of these programs have articulation agreements with four-year colleges and universities. Through opportunities such as NSF (National Science Foundation) grants Iowa Western has been able to upgrade its Computer Programming curriculum and a computer lab and the Council Bluffs library received new model

MacIntosh computers through a joint grant with Buena Vista University from the Federal Department of Education. Modernization grant monies from the state of Iowa were used to purchase new equipment for a number of programs including Culinary Arts and Electronic Publishing and Printing.

Southwestern Community College (SWCC)

ACE (Accelerated Career Education)

Funds available through the ACE legislation have assisted with new program(s) including Ag Chemical Applicator, Business Systems Networking, and Manufacturing Technology. ACE funding has allowed Southwestern to work with private business and industries in a new and innovative manner. Southwestern has worked with area employers for many years; ACE provides an incentive program for employers in specific targeted fields to establish a long-term commitment towards training that leads to employment. The required long-term financial commitment and additional in-kind support have aided with funding needed to initiate and operate technology-based programs.

Red Oak Technology Center

Through partnerships with the Red Oak Industrial Foundation, Red Oak Community School District, Bellevue University, Buena Vista University, and Southwestern Community College, a one-stop educational center will be available to all Red Oak area students this fall. A variety of secondary, community college, and baccalaureate programs will be offered in one building. Funding sources included Red Oak Public Schools bond levy, private donor(s), local industrial foundation, local hospital, the college, and ACE.

Community College Vocational-Technical Technology Improvement Program

The Iowa Legislature provided (1997 House File 733 and continuing through 2002) funding for "... the acquisition, lease, lease purchase, installation, and maintenance of instructional technology equipment used in vocational-technical programs, including hardware and software, materials and supplies related to instructional technology, faculty development and training related to instructional technology..."

This funding supplemented other (limited) sources, federal and local (equipment levy). Used extensively to maintain current, up-to-date computer hardware and software technology, these funds allowed Southwestern Community College to begin to address problems of equipment that was increasingly behind that being used by local employers. Unfortunately, this appropriation was eliminated by action during the summer 2002 legislative special session.

Robotics

The Red Oak Center Electromechanical Technology program advisory board recommended that the students have opportunities to work on robots typical of those used by industry in southwest Iowa. Through the efforts of the training coordinator and maintenance engineer at ROMech, a division of Magna Industries, a Motoman industrial robot was donated to the college for robotics training at the Technology Center.

Structural Drafting

The Southwestern Community College Structural Drafting Technology program has received \$280,000 worth of donated steel detailing software and \$8,000 to cover student expenses related to travel costs associated with on-site visits to companies.

Research and Development*

Objectives

- C. Investigate additional sources of funding.
- D. Coordinate and improve communication of needs to the legislature.
- G. Study the concept of a regional vocational curriculum, to include a Technical Preparation Center.

*Relationship to SWCC's local plan to the statewide plan, "Shaping the Future."

Indian Hills Community College (IHCC)

Government Affairs/Grant Department has actively secured regional, state, and federal grants for the facility, furnishings, and equipment at the Iowa Bio-process Training Center. The programs offered at the Iowa Bio-process Training Center are technology-based and meet industry standards. Bio-process Technology is articulated with several secondary schools and four-year institutions.

FY 02 Tech Prep Grant concentrated on three career clusters (Biotechnology, Health Science, and Information Technology) with other areas being developed. All Tech Prep Programs must assist students in the development of skills so that they meet high academic standards by integrating academic competencies into the technical curricula; provide learning experiences that challenge students to high levels of attainment and will use assessments to document student gain and student learning/progress for a seamless system from high school to community college to four-year institutions.

With assistance from a National Science Foundation grant, IHCC is currently developing virtual reality fermentation software to teach secondary school students and science faculty about the bio-processing industry and the fermentation process. VR equipment to demonstrate the process has been acquired and is portable for easy transport to area high schools, which will occur in 2003-2004.

Southeastern Community College (SCC)

- ◆ ACE program scheduled for Keokuk has the potential for articulation with both secondary and four-year institutions.
- ◆ To be able to provide quality, affordable, and accessible life-long opportunities which meet or exceed the expectations of the people SCC serves, Southeastern seeks funding for college programs which are articulated with secondary schools and four-year institutions.

- ◆ There are articulation agreements with Western Illinois University, University of Northern Iowa, Iowa State University, and Northwest Missouri State University for transfer of AAS, AS and diplomas in electronics, design engineering, drafting, precision machining, construction, business, and accounting.
- ◆ Course-by-course articulation agreements with 16 area high schools and one Illinois high school for credit in business/information tech, construction and agriculture are in place.
- ◆ Eleven (11) sites in the area offer over 16 SCC courses available for both high school and college credit (dual credit), whereby community college faculty teach high school students in career education areas.

Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative B: Increase the delivery of entrepreneurship programs and services that prepare Iowans to establish and grow their own businesses.

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Department of Education Response

Entrepreneurship Industry Standards—Marketing Education is in the process of implementing industry standards for entrepreneurship. Mark-Ed is a consortium of 41 states formed to develop and disseminate research-based curriculum and provide professional development activities for the areas of marketing, business, and entrepreneurship. Iowa is a member of the Mark-Ed consortium, which is instrumental in this standards process. In addition, a statewide entrepreneurial program management committee is being formed to guide the delivery and curriculum of entrepreneurial education. This committee's purpose is to provide opportunities for teachers to experience entrepreneurship projects. Committee members include representation from the Pappajohn Center, several businesses, community college teachers, and a Department of Education consultant. The Department of Education is also partnering with the John Pappajohn Center in Iowa City to create an Entrepreneurship Education Forum for Iowa Teachers.

Community College Responses

Northeast Iowa Community College (NICC)

NICC Goal: To offer educational services that prepare individuals for careers, further education, lifelong learning, and citizenship in contemporary global society.

Priority Activity: Increase efforts to improve the student/client experience. Specifically, determine what activities, services, or facilities should be added or expanded.

Activities:

- ◆ **Students In Free Enterprise (SIFE)**—A faculty member who has been designated as a Sam Walton Fellow advises and coordinates a student entrepreneurial group.
- ◆ **New AAS Degree in Cosmetology**—The new Cosmetology AAS Degree prepares graduates to work in a full service salon and/or allows them to work towards salon ownership and professional management.

- ♦ **Enology/Viticulture**—Grape growing and winemaking is a developing industry in northeast Iowa and other areas. NICC is joining a multi-state grant effort to promote this industry.
- ♦ **Continuing Education**—Continuing Education coordinators specialize in the development of programs, from computer to specialized skills in response to business needs.

North Iowa Area Community College (NIACC)

NIACC GOAL: Promote a strong economy by engaging in activities which develop and maintain a skilled and educated workforce and which promote and support entrepreneurial activity.

Strategies:

Entrepreneurship Education Program Development

- ♦ **Credit Courses:** Through its Pappajohn Entrepreneurial Center, the College has added a variety of credit course offerings for students, including Introduction to Entrepreneurship, Managing the Entrepreneurial Venture, and a Seminar in Entrepreneurship. The Introduction to Entrepreneurship course was also offered online.

In addition, college faculty members have developed entrepreneurship education components into numerous curricula across campus, including Information Systems Technology courses, Communications I, and Climate Control courses. This allows students across various disciplines to be exposed to entrepreneurial principles and techniques to encourage entrepreneurial activity.

In the courses, students learn the skills necessary to start and grow a business. At the same time, the classes and other events during the year allow students to interact with current business owners to learn "real-world" practices to increase the likelihood of entrepreneurial success.

- ♦ **Noncredit Courses:** The college developed and delivered a wide range of workshops, seminars, and presentations to teach basic entrepreneurial skills and to encourage entrepreneurial activity. Non-credit programs were aimed at adult audiences as well as at youth as young as third grade. Programs offered in the past year alone include: FastTrac New Venture, Developing Your Child Care Business, New Business Cash Flow Workshop, Young Entrepreneur Inventor Workshop, Youth Entrepreneurial Camp, and a Business Plan Writing Contest.

Access to Capital: North Iowa Business Angel Network

- ♦ **Programs and Activities:** New ventures need capital to succeed. The college launched an education effort to demystify the private investment process. Educating individuals could help increase the availability of private capital for entrepreneurial activity in the region. The college offered a seminar entitled "Seed Investing as a Team Sport" to help North Iowans learn the mechanics of a capital investment. In addition, the College hosted a series of gatherings in an attempt to link people with capital to people with new venture ideas.

Statewide Entrepreneurship Education: Iowa Entrepreneurial Consortium

- ♦ The college continued to lead a collaborative effort with Iowa's community colleges and the University of Iowa to offer entrepreneurship education across the state through an effort known as the Iowa Entrepreneurial Consortium (IEC). The IEC offers FastTrac training in each Iowa community college district. FastTrac is a program that teaches aspiring and current entrepreneurs the skills necessary to start and grow a new business. In the past year alone, nearly 500 individuals from all four corners of the state received this training. Surveys indicate nearly 45 percent of those people will start some type of business in the state within one year of participation in the course.

Iowa Lakes Community College (ILCC)

Iowa Lakes Core Values:

ILCC is a community partner.

- ♦ ILCC believes in the importance of a shared sense of community among college programs, services and locations.
- ♦ ILCC strives for effective collaboration and partnership among their various college constituents (e.g., business, industry, school districts, other higher education institutions, individual citizens).
- ♦ ILCC believes they have a responsibility to be good stewards of public resources and the public trust.
- ♦ ILCC will work for the common good.

Iowa Lakes College-wide Goals:

- ♦ Value the individual differences of learners, staff and communities by providing appropriate resources and opportunities for growth.
- ♦ Promote a positive college culture that focuses on holistic learner development.
- ♦ Inspire the learner to integrate their educational experiences into the fabric of life.

Iowa Lakes Objectives:

- ♦ Expand the availability of services to entrepreneurs.
- ♦ Expand the availability of technological services.
- ♦ Continue to provide an equitable distribution of services.

Note: Please refer to Iowa Lakes Strategic Plan, *Vision In Action – Focus on Education*, for specific program, discipline and division goals supporting Iowa Community College goals and initiatives.

Northwest Iowa Community College (NCC)

Northwest Iowa Community College has provided both high school age and adults with opportunities to acquire entrepreneurial learning opportunities. For five years, NCC has offered an EntrePrep program to eleventh grade high school students through the efforts of the Kauffman Foundation. A FastTrac entrepreneurial program is available for adults who have recently started a business or are contemplating starting a business.

Iowa Central Community College (ICCC)

Priority: Marketing

◆ Focus Area – Partnerships

Goal 1: The college will meet the educational needs of area businesses and industries (apprenticeship, non-credit, and credit courses).

Iowa Central provides Fast Trac New Venture, which is an eight-week, three-hour-a-week training program for entrepreneurs interested in starting their own business. This is a non-credit class. ICCC also provides this program as a 15-week for credit class to Iowa Central students. It is a three-credit hour class. ICCC would like to increase the exposure of this program to more students in other areas of the technical programs at Iowa Central.

ICCC provides on-going training in the areas of tax workshops for tax related issues for small businesses. ICCC also provides Quick Book Pro which is an accounting software used by small businesses to do the financials for their businesses. ICCC also provides marketing and management workshops, videos, and guides to help train our small business entrepreneurs in these very important areas of business.

Iowa Valley Community College District (IVCCD)

IVCE's goal in the area of entrepreneurship training is to reach out to the Hispanic population specifically. The growth of small businesses in Marshalltown has been in businesses owned by Hispanics and seems to be an area of training that there is interest.

The other goal is to offer entrepreneurship programs to families moving to the area where one spouse is coming for specific employment and the other spouse desires to be employed also. Small business and home-based business opportunities are an option for people in that circumstance.

Hawkeye Community College (HCC)

This initiative is not referenced in the HCC 2000-2004 strategic plan.

HCC Activities Update

Obtained 260E and 260F agreements with companies in the service area - the most recent being with the Target Distribution Center in Cedar Falls.

Eastern Iowa Community College District (EICCD)

Initiative B is included in Goal 10: Community/Economic Development:--The EICCD is an active partner in defining community and business needs, and assisting in the development of solutions.

Developed and sought funding for programs provided through grants such as: Small Business Development Center-to supply counseling for small business owners and conduct courses for small business owners and potential owners. Also, the US South Africa Business Education Linkage Project with the US Information Agency has as one of its goals to support services to strengthen the competitive position of locally based small and medium sized companies.

Both credit and noncredit courses are offered in business and accounting.

Kirkwood Community College (KCC)

Since last July, the SBDC (Small Business Development Center) saw 387 different clients and provided more than 900 hours of counseling. KCC conducted 46 training classes, which were attended by 350+ people. Existing businesses were 48 percent of their clients this year and they aided 36 firms that were being sold. The remaining 52 percent KCC aided with was business planning/capital formation assistance. Due to increased state funding (2001-02), KCC boosted our productivity by about 22 percent. SBDC is the first point of reference for existing, non-manufacturing expansions and for new businesses that are lacking business plans.

Des Moines Area Community College (DMACC)

1. DMACC has an administrator on the advisory board of SCORE that provides mentoring opportunities and training for individuals interested in entrepreneurial endeavors.
2. Regular training sessions are provided through SCORE and DMACC for entrepreneurs.
3. DMACC is a partner with Pappajohn entrepreneurial center in providing FastTrac Entrepreneurial Training each term. Training has been expanded to include a downtown market and a district-wide market.
 - a. Target industry cluster participants are eligible for FastTrac scholarships.

2C

DMACC has linkages with Iowa Workforce Development to provide programs and services to WIA (Workforce Investment Act) eligible participants through work with the Central Iowa Employment and Training Consortium, specifically through three large H1B grants in Technology and Health Care.

DMACC cooperates with the Iowa Department of Workforce Development to deliver all 260 E, F, and G programs in our service region.

DMACC works with the Department of Education and the other 14 community colleges to offer quality career education programs for students.

2D

DMACC offers several programs, serving our 8,000 students per year through the following programs designed for the target populations identified in this goal:

- ◆ ABE, GED, ESL
- ◆ Basics & Beyond
- ◆ Career Link
- ◆ Community Technology Center (CTC)
- ◆ Computers as Literacy Tools Project
- ◆ Gear UP
- ◆ Health Careers Opportunity Program (HCOP)
- ◆ Iowa New Choices
- ◆ Project Passport
- ◆ STRIVE
- ◆ Student Support Services
- ◆ Upward Bound
- ◆ Youth at Risk

In addition, the Community Outreach Department was established to increase access to education and training and reduce barriers to success for under-served populations residing in the DMACC Des Moines service area. Two (2) of the programs established to address the needs of under-served populations include the DMACC Training Academy and Construction Prep Alliance.

The DMACC Training Academy was established to provide training for unemployed and underemployed individuals with a family income at or below 80 percent of Polk County's median income. The training modules offered through the Academy were developed utilizing employer input regarding skill sets needed to do the jobs identified. This employer driven training Academy model included academic and career assessment, education and career planning, as well as pre-employment and technical short term training in areas of high employment need. Certified Nurses Assistants and customer service were two of the high need employment.

Construction Prep Alliance program provides education and training for low income, at-risk youth (18-24 years old). Students completing the program will possess the knowledge and proficiency of a six-month carpenter apprentice and will be prepared to enter the construction trades.

Western Iowa Tech Community College (WITCC)

WITCC Strategic Plan Goal 8 includes Corporate College participation in a statewide entrepreneurship consortium and delivered FastTrac training. It continues to pursue Accelerated Career Education agreements with several companies. Additionally, Western Iowa Tech participates in "1 Source Training," a statewide linkage of all community colleges in a single point-of-contact to Iowa's business and industry about curriculum, pricing, course offerings.

Iowa Western Community College (IWCC)

Strategic Planning Assumption #9: Cooperative agreements involving economic development initiatives, work sites, joint programs, and gifts from business, industry and individuals can enhance the resources of Iowa Western Community College.

Iowa Western offers a FastTrac New Venture program for people who are thinking about starting a business. FastTrac Planning is offered for people who run a business, but have had little or no formal training. These classes are gearing to helping entrepreneurs better understand all aspects of running a business.

The Iowa Western Small Business Development Center helps entrepreneurs write a business plan, research all aspects of the business and if necessary seek Small Business Financing.

Southwestern Community College (SWCC)

Entrepreneurship

Southwestern Community College, through its SBDC (Small Business Development Center) program, has offered several entrepreneurial training programs and seminars for potential and existing business owners. Some of the programs include FastTrac New Venture (a national entrepreneurial training program put together by the Kaufman Foundation of Kansas City, Missouri). Fast Trac is offered twice a year, once in the spring and again in the fall. Other programs include Smart Start (a three-hour class on starting your own business); "Catch" the Energy—An Extraordinary Approach to Customer Service; QuickBooks Pro (business accounting software); Sole Proprietorship Taxes; Iowa Sales, Use & Local Option Taxes; Basic Web Design for Businesses; Employment Taxes; Small Business Tax Workshop; Basic Brochure and Flyer Design for Businesses; etc. In all, the SBDC center offered 32 business training classes and seminars last year.

In addition, our SBDC office met with 323 clients (potential and existing business owners) in 2001 providing over 1458 hours of one on one business counseling. The SBDC office assisted with the creation of 63 new businesses providing 206 (new) part and full-time jobs in the eight county service area. The office assisted new and existing businesses in acquiring over \$3.4 million in funding.

The SBDC continues to be a strong program in this area and is one of the means by which the college stays in close contact with the areas businesses and potential business owners. Unfortunately, funding for the SBDC is in jeopardy at this time.

Research and Development*

Objective and Actions

C. Develop and implement new programs, activities, and services

--Explore new possibilities for academic programs, which may include majors in recreation, electrical trades, agricultural laboratory technology, health care administration, masonry, plumbing, forensic science, agricultural specializations, commercial mechanics, and expansion of structural drafting

*Relationship to SWCC's local plan to the statewide plan, "Shaping the Future."

Indian Hills Community College (IHCC)

IHCC, through our Department of Customized Learning, actively pursues opportunities to deliver entrepreneurship programs and services to constituents that are seeking to grow their own businesses.

Course and program offerings center on entrepreneurial skill development and improvement through vocational and transferable credit classes. General interest offerings are also available to meet the needs of constituents in Area XV.

IHCC, Plans for Excellence Related Goal(s):

Expand and develop additional entrepreneurial course and program offerings to meet the needs of constituents in Area XV.

Objective: Increase enrollment in general interest and credit courses that pertain to entrepreneurial subject matter.

IHCC, Plans for Excellence Related Goal(s):

Develop entrepreneurial course offerings in "cutting-edge" technologies.

Objective: Increase awareness of the need to possess business skills in start-up businesses that center on new technologies.

The Indian Hills Community College Small Business Development Center (SBDC) provides assistance to individuals either starting a business or those in business seeking improvement or expansion. 345 clients received help in FY02. A total of 53 participants completed the Fasttrac New Ventures program, an increase from the previous year of 32. These programs will be expanded to serve the rural areas in FY03.

Southeastern Community College (SCC)

- ◆ Small Business Development Center (SBDC) works with existing businesses to develop their product, service, marketing materials, etc. to enhance the success of the business.
- ◆ SBDC sees clients that are interested in starting their own businesses. These meetings are held throughout southeast Iowa.
- ◆ FastTrac, Quick Books, Wage and Hour, and Tips for Unemployment Hearings are examples of programs that are offered to Iowan's interested in small businesses.
- ◆ Center for Business and Industry personnel participate in Small Business Week activities in conjunction with the local chambers of commerce.
- ◆ The Workforce Center programs offer workshops for individuals interested in starting their own businesses. These workshops are offered in different communities in the region, and are a collaborative effort with SBDC.

Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative E: Prioritize addition or expansion of programs and courses to those directly related to high-skill high-wage careers in advanced manufacturing, information solutions, and life sciences and demand occupations documented by regional skills studies.

Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative E: Prioritize addition or expansion of programs and courses to those directly related to high-skill high-wage careers in advanced manufacturing, information solutions, and life sciences and demand occupations documented by regional skills studies.

Department of Education Response

Enrollment Reports—FY01 was the first year in which economic development enrollments were reported for programs delivered by community colleges (260E, 260F, 260G-Targeted Industries and Apprenticeships). The Department of Education issued a FY01 summative report on community college credit, non-credit programs related to workforce and economic development in March 2002.

State Board Approved Programs—Six (6) community college programs in Information Solutions were approved by the State Board of Education.

Professional Development—The Department of Education coordinated tours of industries identified as being Advanced Manufacturing and Life Sciences were provided to regional Tech Prep coordinators. Information was also given to these coordinators regarding these career areas. This allowed the Tech Prep coordinators, many of them employed by the community colleges, to utilize this information in developing new Tech Prep programs.

Community College Responses

Northeast Iowa Community College (NICC)

College Goal: To offer educational services that prepare individuals for careers, further education, lifelong learning, and citizenship in contemporary global society.

College Goal: To work in partnership with public and private entities, both rural and urban, to facilitate and balance economic growth, community development, environmental protection, and educational opportunities.

Priority Activities: Conduct a service area needs survey to help identify priorities, shape NICC's identity, and to complement the Enrollment Management Plan.

Priority Activities: Conduct a service area needs survey to help identify priorities, shape NICC's identity, and to complement the Enrollment Management Plan.

Activities:

- ♦ **Integrated Manufacturing**—Program developed for John Deere, Dubuque to address workforce needs.
- ♦ **Health – Surgical Tech and Respiratory Therapy**—These programs are joining with other community colleges and health care providers to increase workforce.
- ♦ **John Deere Ag Tech Program**—NICC has one of the largest John Deere public-private education partnerships on its Calmar Campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers support student costs to attend this program.
- ♦ **Dairy Center**—NICC partnered with Iowa State University Extension and local dairy farmers and agri-businesses to create the Northeast Iowa Community-Based Dairy Foundation. The resulting Dairy Center is unique and aggressively responding to needs of the Midwest dairy industry.
- ♦ **260 E, F & G**—These programs allow NICC to facilitate the training and retraining of the workforce in northeast Iowa. The programs assist in providing skilled training for those advancing into higher skilled occupations.
- ♦ **Iowa Manufacturing Extension Partnership (IMEP)**—NICC co-employs an account representative with Iowa State Extension to develop and deliver training programs and to meet the technology needs of northeast Iowa manufacturers.

North Iowa Area Community College (NIACC)

NIACC Goal: Promote a strong economy by engaging in activities which develop and maintain a skilled and educated workforce and which promote and support entrepreneurial activity.

Strategies:

- ♦ **Program/Course Expansion:** North Iowa Area Community College has placed a high priority on expanding and supporting courses and programs in Information Solutions, Life Sciences, and Advanced Technology. In FY02, the College expanded the Electro-Mechanical Systems Technology Program to allow open entry/open exit for industry workers to take advantage of state-of-the-art wireless communication systems and to upgrade the skills taught in the program.

NIACC students in the Information Systems Technology (IST) Program can now reap long-term benefits through a new partnership between NIACC and Iowa State University. The articulation between the two institutions will permit graduates of NIACC's IST Program to transfer with junior standing into any of the eight majors in Iowa State's College of Business and graduate with a bachelor's degree by completing as few as 72 semester hours at the Ames campus.

- ♦ **Program/Course Addition:** Within the last five years, the college added programs in E-Agribusiness, E-Commerce, Web Design and Development and Senior Network Administrator to complement the already robust offerings in these areas. During FY 02, the college added online course work to increase access and flexibility for adult students.

Iowa Lakes Community College (ILCC)

Iowa Lakes Core Values:

ILCC accepts responsibility to include diverse ideologies, cultures, perspectives and opportunities in the college experience.

- ♦ ILCC believes they have a responsibility to expose learners to diverse and new perspectives, ideas, people, and values.
- ♦ ILCC believes the college should be flexible in accommodating and tailoring learning experiences to meet the needs of the individual, business, industry and our communities

Iowa Lakes College-wide Goals:

- ♦ Deliver high quality, comprehensive curricula, programs, and services accessible to all learners.
- ♦ Inspire the learner to integrate their educational experiences into the fabric of life.
- ♦ Respond to the dynamic needs of our communities.

Iowa Lakes Objectives:

- ♦ Continue to enhance economic partnerships.
- ♦ Implement new technology training.
- ♦ Improve the marketing efforts to business and industry for specific Iowa Lakes programs.
- ♦ Collaborate with area hospitals to meet the demand for newly trained nurses as retirements cause staffing numbers to dwindle.

Note: Please refer to Iowa Lakes Strategic Plan, *Vision In Action – Focus on Education*, for specific program, discipline and division goals supporting Iowa Community College goals and initiatives.

Northwest Iowa Community College (NCC)

In the last two, years Northwest Iowa Community College started four new instructional programs and this fall two new programs will be available.

Iowa Central Community College (ICCC)

- ♦ **Focus Area – Partnerships**

Goal 1: The college will meet the educational needs of area businesses and industries (apprenticeship, non-credit, and credit courses).

The college has started or expanded five programs to include: Commercial Construction, Nursing, Industrial Maintenance (diploma), Industrial Maintenance (degree), and Laboratory Technician. All of the programs that have been started or expanded have been due to the request from local businesses or local industries. Aforementioned programs were developed as the direct result of requests from local industries. The supporting local industries and construction companies have and continue to provide numerous equipment and cash donations to provide direct program support.

The college conducted a comprehensive needs analysis of the workforce titled, “Goals 2000” to identify and prioritize workforce needs. This document, along with other workforce information has been used to prioritize the addition or expansion of new programs in the areas of information solutions, life sciences, and demand occupations.

Listed under Goal 1, Initiative A, is a complete list of new programs offered by the college.

The Associate Degree and Practical Nursing programs are adding a new section for students at the Fort Dodge campus for Fall 2002. The additional nursing section is being added to meet the health agencies employment needs for registered nurses and licensed practical nurses. These programs provide graduates who will be employed in high-skill and high-wage careers.

Iowa Valley Community College District (IVCCD)

The district has planned the addition and expansion of programs and courses directly related to high-skill high-wage jobs, such as the Lean Manufacturing course and the new Microsoft Certified Networking program. Also, a portable lab was developed to enhance the delivery of Computer Aided Drafting using industry standard software. New funding has been requested to improve the biotechnology program to facilitate learning and growth of the program.

Hawkeye Community College (HCC)

HCC Strategic Plan Goal 1.6 is to enhance and strengthen credit offerings relates to this statewide goal and initiative.

HCC Activities Update

- ◆ Initiated three new programs in the information technology area. All programs are filled and there is currently a waiting list for enrollment. One of the programs was a revision of an existing diploma program to an AAS program. These programs are high-tech, high wage, high demand.
- ◆ Offered the EMCC tech prep program resulting in more students entering the CNC program and entering employment in the manufacturing area.

- ◆ Expanded the CNC program to include a section offered in partnership with John Deere.
- ◆ Enrolled John Deere apprentices in a customized section of the college's Electronic Engineering Technology program.
- ◆ Initiated tech prep program development in the health occupations area.

Eastern Iowa Community College District (EICCD)

Initiative F is included in the EICCD Goal 3: Quality Programs—The EICCD develops and maintains quality curricula and services which maintain and support, local, national, and global needs.

The EICCD Manufacturing Center reflects ACE support for manufacturing technology and regional job needs. Also at Muscatine, ACE support established a Manufacturing Technology Center. The MTC in Davenport houses the ACT Center for critical job skills assessment, and training on-demand curriculum has been modularized to meet employment training needs.

ATEEC curriculum and services related to this initiative include the Brownfield Initiative, a job development and employment program with the U.S. Environmental Protection Agency; and the Learning Anywhere Anytime Partnership with the U.S. Department of Education to prepare students for environmental technical certificates through internet-based instruction.

Kirkwood Community College (KCC)

The expansion of both the PM/Weekend Nursing program and the Surgical Technology Consortium both relate to high-skill, high-age careers.

Expanded IT programs by increasing the number of sections offered. Increased the number of full-time faculty. KCC has revised much of the IT curriculum to better meet the needs of the fast changing IT career field.

A group is working to offer an applied science option for our biotechnology transfer program. The project is a collaboration between Kirkwood's Industrial Technology Department, Math/Science Department, Continuing Education, ACE project director, Indian Hills, and the local bio-manufacturing industry.

All of the new programs in Industrial Tech qualify as either high-skill high-wage or demand occupations. Routine new-program assessments clearly document needs in our area, in addition to Workforce Development projections.

In Iowa City, KCC will be adding programs in LAN Management and Information Management Systems beginning fall term 2002. In addition, KCC has already added courses in Microbiology each term, CISCO networking courses C++, Visual Basic, and Java.

Kirkwood Training Services is actively involved in meeting the job training needs of these industry clusters. Currently, KCC serves **22** companies within these clusters providing training to **1,298** employees during FY02. Through these business relationships, new programs have been developed or are being considered in the following areas: Biotechnology, MCSA, Network Plus, Programmable Logic Controllers, LEAN Manufacturing, Electronic Systems Technician, and Data Security.

Career Edge Academy (Tech Prep) programs have been developed in partnership with area high schools with an emphasis on high-skill, high-wage careers in targeted areas. These academies include:

1. Automotive Technology
2. Engineering Technology
3. Health Sciences
4. Local Area Networking
5. Information Systems Management

Des Moines Area Community College (DMACC)

DMACC has recently established the following programs in response to high demand occupations in Central Iowa:

1. H1B-IT Scholars
2. H1B Nursing
3. Advanced Manufacturing (Newton & Carroll)
4. Industrial Maintenance
5. Expansion of Technical Training Certification Program-partnership with DOT to deliver materials training to government, city, county, DOT employees for certification testing. DMACC is currently enrolling approximately 1,000 individuals each year. Additional classes are in the queue for the future.
6. Telecommunications “center of excellence” at West Campus.
7. Certified Nurse Aide classes have been expanded significantly across the district. Over 1,000 students were served last year in the nurse aide and nursing assistant courses.
8. Civil Engineering Tech and Land Surveying
9. Diesel Technology and Automotive Technology

Western Iowa Tech Community College (WITCC)

WITCC Strategic Plan Goal 3 calls for the development of a decision-making process for new programs.

Iowa Western Community College (IWCC)

Strategic Planning Goal #4: Iowa Western Community College will continue an extensive evaluation of credit programs and make recommendations concerning their future status based on objective evaluation of data.

Through the program evaluation process, Iowa Western is able to evaluate its offerings and to determine the programs that are needed to meet the demands of the local economy. Advisory boards are also important, especially as they relate to program expansion. The college has added or expanded programs in computer studies, including the Client Server and Microcomputer Support Specialist programs. Four (4) years ago Iowa Western implemented the “Dental Hygiene” curriculum and three years ago the college added “Building Trades.” These represent examples of curricula that were expanded or added in order to meet the needs of business and industry and to coincide with regional skills analysis.

Southwestern Community College (SWCC)

ACE Accelerated Career Education

- ◆ Ag Chemical Applicator
- ◆ Manufacturing Technology
- ◆ Business Systems Networking

Southwestern Community College has developed three new programs at the request of business and industry. Through ACE funding and business partnerships, the college has been able to offer degrees in Ag Chemical Applicator and Business Systems Networking. The Manufacturing Technology competencies and sequence of courses has also been developed. Professionals in each of the three areas were used to design the curriculum to meet industry standards.

Skills 2000

Southwestern participated in and has utilized the results from the Skills 2000 assessment of employer’s skill and employment needs. Questions addressed included the following.

- ◆ Anticipated number of new jobs.
- ◆ Desired and anticipated employee skills profiles.
- ◆ Technology-based programs (that) should be implemented by (your) community college to fit the needs and identified skills profiles.

Targeted Industry Cluster Programs

- ◆ Life Sciences
- ◆ Information Solutions
- ◆ Advanced Manufacturing

Southwestern's initiatives in Business Systems Networking and Manufacturing Technology provide area students access to current technology and attract students from outside the merged area. Substantial investments in science facilities have supported courses in chemistry and biology. Southwestern continues development of program and facilities in advanced agricultural (chemical applicator) techniques, computer systems and networks, and industrial processes (electromechanical technology).

Research and Development*

Objective and Actions

- A. Integrate measures of institutional effectiveness and student academic achievement.
 - 1. Catalog data being collected.
 - 2. Evaluate what is collected and what else is needed.
 - 3. Organize data for improved utilization.
- C. Develop and implement new programs, activities, and services
 - 1. Explore new possibilities for academic programs, which may include majors in recreation, electrical trades, agricultural laboratory technology, health care administration, masonry, plumbing, forensic science, agricultural specializations, commercial mechanics, and expansion of structural drafting.
 - 2. Examine demographics of current students and Area 14 to identify under-served populations.
- E. Continue to improve and expand technology services and programs to students, staff, and communities.

*Relationship to SWCC's local plan to the statewide plan, "Shaping the Future."

Indian Hills Community College (IHCC)

To meet the needs of local industries the following studies were completed through grants received to prioritize addition or expansion of high wage careers:

- 1. Skills 2000 Survey: Third-party investigators completed the *Area 15 Skills 2000 Business and Industry Workforce Study* of employment needs of companies in southeast Iowa. They identified a significant shortage of skilled workers in Region 15 through the year 2005, and the skills needed for these jobs are changing rapidly. Responses from this detailed study identified the specific needs of participating employers and reflected each company's strategic and technology directions and desired and anticipated skill profiles.
- 2. Skills 2005 Survey - Selected Industry Responses: Through personal interviews with biotechnology company leadership, Bio-Tech Industry Workforce Study (February 2001) information was gathered about the skills needed for employees of the future. Industry leadership unanimously agreed that math and science skills were critical to the success of their future workforce. Desired skill sets include basic industrial math, applied math, and some knowledge of basic algebra. Interviewees repeatedly

indicated a need for future employees to have a solid basic sciences background covering chemistry, biology, and biochemistry. Biotech leadership revealed a need for future workers to possess the mechanical skills, laboratory skills, basic maintenance knowledge, and an awareness of industrial safety.

IHCC employs a new program development process in determining the viability of proposed programs. The proposed program analysis is completed by the Instructional Department.

This process for new instructional programs and existing programs exists for the purpose of meeting existing customer demands and to respond to new and emerging technologies. The objectives of our curriculum development processes are to ensure adequate interest on the part of student applicants, relevant content for students, and employer demand for our graduates. In this manner, IHCC best serves the citizens of our ten county area and the state of Iowa.

Further, it is our objective to incorporate those skills identified in the SCANS Report and to ensure gender equity in materials and lab experiences.

IHCC, Plans for Excellence Related Goal(s):

Integrate wireless network instruction into Computer Programming program.

Objective: Inclusion of wireless network instruction will update program with changes in industry standards. Instruction will be included in common core classes starting in the Fall 2002 term.

IHCC, Plans for Excellence Related Goal(s):

Enhance the Laser/Electro-Optics Technology program.

Objective: Curriculum will be enhanced by adding a semiconductor-manufacturing course.

Objective: Curriculum will be modified to encompass a new high-powered laser-machining center.

IHCC, Plans for Excellence Related Goal(s):

Enhance the Robotics/Automation program.

Objective: Install a new machine vision system and develop curriculum to accompany the system.

As a direct result of the needs expressed in the *Biotech Industry Workforce Study* (2001), IHCC has doubled the size of its Bio-process Technology degree program and added a Process Control Technician certificate program.

Southeastern Community College (SCC)

- ◆ A new college credit program titled “Graphics Communications” was started in fall 2001. The program was the result of industry demand for high skills in the graphics/print media (information solutions).
- ◆ ACE funds were used in establishing a program option under Precision Machining entitled “CNC Master Cam”. The program was established to provide high skill training as documented by the local advisory committee.
- ◆ Consideration to form a consortium partnership with other community colleges to provide surgical technology training for fall 2002 to meet health care needs.
- ◆ ACE funding approved for an Industrial Maintenance program to be offered at Southeastern’s Keokuk Campus in fall 2002.
- ◆ Numerous courses offered through the Lean Manufacturing initiative to businesses all across Iowa.
- ◆ Currently offering Lean courses in conjunction with local AEA so that area educators will have a better understanding of manufacturing principles.

Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative F: Establish a single point-of-contact process to serve business and industries needing specific training programs delivered at multiple community colleges.

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Community College Responses

Northeast Iowa Community College (NICC)

- ♦ **Vice-President for Economic Development Services**—This NICC position serves as the coordinating point-of-contact for business and industry in northeast Iowa. NICC also employs representatives in the five largest communities in its district to serve as on-site coordinators.
- ♦ **One Source Training**—The community colleges of Iowa have created a state-wide corporate training institute called “One Source Training” to respond to this. The goal of One Source Training is to provide consistent training to businesses that have multiple sites within the state/region. This is done through one contact, using a consistent, custom-designed curriculum and uniform pricing, no matter where the training is delivered.

North Iowa Area Community College (NIACC)

NIACC Goal: Promote a strong economy by engaging in activities which develop and maintain a skilled and educated workforce and which promote and support entrepreneurial activity.

Strategies:

- ♦ ***1 Source Training:*** All 15 of Iowa's community colleges have participated in the creation of an entity that we call ***1 Source Training***. Its very purpose is to provide a single point-of-contact to ensure that businesses and industries have a convenient, hassle-free, and responsive method of obtaining consistent curriculum, consistent pricing, and consistent course delivery throughout Iowa. The Governor recognized this project on January 30, 2002, when he issued a Governor's Proclamation that was presented at a press conference. At that time, the partnership was known as the ***Community College Corporate Training Institute***. Subsequently, the name was changed to ***1 Source Training*** to better represent the varied audiences for which this partnership will deliver training.

Iowa Lakes Community College (ILCC)

Iowa Lakes Core Values:

ILCC is a community partner.

- ◆ ILCC believes in the importance of a shared sense of community among college programs, services and locations.
- ◆ ILCC strives for effective collaboration and partnership among their various college constituents (e.g., business, industry, school districts, other higher education institutions, individual citizens).
- ◆ ILCC believes they have a responsibility to be good stewards of public resources and the public trust.
- ◆ ILCC will work for the common good.

Iowa Lakes College-wide Goals:

- ◆ Provide leadership in anticipating and developing educational opportunity for our global community
- ◆ Inspire the learner to integrate their educational experiences into the fabric of life.

Iowa Lakes Objectives:

- ◆ Write a Business Network/Consortium Training Program in cooperation with another community college.

Note: Please refer to Iowa Lakes Strategic Plan, *Vision In Action – Focus on Education*, for specific program, discipline and division goals supporting Iowa Community College goals and initiatives.

Northwest Iowa Community College (NCC)

Northwest Iowa Community College works cooperatively and collaboratively with the other 14 Iowa community colleges in meeting business and industry training needs through continuation education, business/industry training. Recently, the Iowa community colleges developed a One Source Training initiative to meet state wide needs.

Iowa Central Community College (ICCC)

◆ Focus Area – Partnerships

Goal 1: The college will meet the educational needs of area businesses and industries (apprenticeship, non-credit, and credit courses).

The 15 community colleges of Iowa developed a statewide training delivery system titled “One Source Training-Powerful Solutions from Iowa’s Community Colleges.” The One Source Training partnership will work as the centralized clearinghouse for acquiring and delivering statewide training projects. Client companies and organizations contracting with One Source Training for training will gain the following advantages:

1. One-stop-shop for design and delivery of quality training programs statewide through a single point of contact with an Iowa Community College representative.
2. Lower training costs available through the community colleges’ statewide network of training and development resources.
3. Consistent pricing statewide for companies who need training at multiple sites.
4. Access to the highest quality training available in Iowa.

Iowa Valley Community College District (IVCCD)

IVCCD has joined the other community colleges to form 1 Source Training to provide a single point-of-contact to ensure that businesses and industries have a convenient, responsive method of obtaining consistent curriculum, consistent pricing and consistent course delivery throughout Iowa. IVCCD’s goal is to be able to initiate training through this effort statewide.

Hawkeye Community College (HCC)

This initiative is not referenced in the HCC 2000-2004 strategic plan.

HCC Activities Update

- ♦ Actively participated in and supported the statewide One Source Training initiative to provide a one-stop shop for businesses and companies that have multiple sites located in more than one community college area.

Eastern Iowa Community College District (EICCD)

Initiative F is included in the EICCD Goal 3: Quality Programs—The EICCD develops and maintains quality curricula and services which anticipates and supports local, national, and global needs.

The EICCD has not been approached to-date, to cooperate in a single point-of-contact system.

Kirkwood Community College (KCC)

No response from KCC.

Des Moines Area Community College (DMACC)

The 15 community colleges of Iowa have participated in the creation of an entity call

- ◆ **1 Source Training**—Its purpose is to provide a single point-of-contact to ensure that businesses and industries have a convenient, hassle-free and responsive method of getting consistent curriculum, consistent pricing and consistent course delivery throughout Iowa.

Western Iowa Tech Community College (WITCC)

WITCC Strategic Plan Goal 8 includes strategies for participation in "1 Source Training," a statewide linkage of all community colleges in a single point-of-contact to Iowa's business and industry about curriculum, pricing, course offerings.

Iowa Western Community College (IWCC)

Strategic Planning Assumption #9. Cooperative agreements involving economic development initiatives, work sites, joint programs and gifts from business, industry, and individuals can enhance the resources of Iowa Western Community College.

The college has created the Center for Business and Industry Services. The purpose is to provide business and industry easy access to programs and services provided by the college.

Housed in the center are following functions:

- ◆ Jobs Training Programs 260F
- ◆ New Jobs Training Programs 260E
- ◆ Customized Training
- ◆ Apprenticeship Training
- ◆ The Iowa Waste Exchange Program
- ◆ The Small Business Development Center
- ◆ The Iowa Manufacturing Extension Program

Southwestern Community College (SWCC)

One-Source Training

One-Source Training will work as the centralized clearinghouse for acquiring and delivering statewide corporate training projects. This will position Iowa's community colleges to provide training in a united and seamless manner and allow for collaboration among the community colleges to enhance their competitiveness on statewide training projects. The contact, representing all 15 Iowa community colleges is at (866) 663-8724 or <http://www.onecoursetrainingiowa.com>.

Research and Development*

Objective

- F. Expand coordination of educational programs with the local education agencies (LEA's), area education agency (AEA), and four-year institutions
- G. Study the concept of a regional vocational curriculum, to include a Technical Preparation Center.

*Relationship to SWCC's local plan to the statewide plan, "Shaping the Future."

Indian Hills Community College (IHCC)

With the increasing shortage of health care workers in the last two years, numerous health care facilities have indicated a need for Surgical Technicians. Kirkwood Community College has successfully offered this program for many years. In an effort to economically provide for the workforce needs of health care facilities in Area XV an agreement has been developed with Kirkwood Community College to offer the Surgical Technology Program using a variety of teaching modalities including the ICN. The anticipated start date for the Surgical Technology Program is fall 2002.

IHCC, Plans for Excellence Related Goal(s):

Restructure the Health Customized Learning department that includes Nurse Aide and other short term health occupations programs.

Objective: Assess the need for Nurse Aide and related health programs and develop a plan to meet the educational requirements of consumers.

IHCC is a partner in the newly-established community college consortium for training, One Source Training. The goal of One Source Training is to conveniently provide quality training to businesses and organization statewide. One Source Training offers a single toll free number and e-mail address to facilitate easy access by business and industry throughout Iowa.

Southeastern Community College (SCC)

- ◆ The Center for Business and Industry Services (CBIS) was established at Southeastern to provide a single point-of-contact to serve business and industry.
- ◆ CBIS takes the lead for Southeastern in the newly-formed *One Source Training*, a statewide initiative developed by community colleges to assist businesses with training needs throughout Iowa. Companies are assured of a single contact, standardized curriculum, and level pricing for training their workforce.

Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Initiative G: Develop a recruitment program to encourage students both in and out of Iowa to enroll in targeted industry cluster programs.

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Initiative G: Develop a recruitment program to encourage students both in and out of Iowa to enroll in targeted industry cluster programs.

Community College Responses

Northeast Iowa Community College (NICC)

College Goal: To promote the Northeast Iowa Community College mission, goals, and educational services through broad-based marketing activities involving both internal and external communities.

College Goal: To work in partnership with public and private entities, both rural and urban, to facilitate and balance economic growth, community development, environmental protection, and educational opportunities.

College Goal: To provide opportunities for students to achieve their goals by facilitating smooth transition to and from NICC.

Activities:

- ♦ **No Out-of-State Tuition**—Out-of-state tuition was eliminated in 2001 to encourage enrollment in vocational fields so that more trained workers would be available for area businesses. Over 50 percent of the out-of-state students attending are in vocational majors.
- ♦ **Across State Line Recruitment**—NICC has always recruited in the counties just over its borders into Minnesota, Wisconsin and Illinois.
- ♦ **John Deere Recruitment Program**—NICC has one of the largest John Deere public-private education partnerships on its Calmar Campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers recruit and support student costs to attend this program

North Iowa Area Community College (NIACC)

NIACC Goal: Ensure that individuals have opportunities to prepare themselves for employment in occupations in demand in a global society.

Strategies:

- ◆ **Target Marketing Initiative:** The Enrollment Management Council initiated a target marketing initiative in the spring of 2002. Two (2) of the areas identified were Information Systems Technology and Tool and Die. An action plan was developed to recruit students from our district and beyond to enroll in one of our programs which falls under the Information Solutions cluster. Specific strategies include direct mailing to qualified students and using student testimonials to describe their job opportunities. Specific strategies were also used to recruit prospective students into the Advanced Manufacturing cluster. NIACC developed targeted career fairs and camps for area high school students. NIACC's newest strategy was to host a Manufacturing Fun Night with hands-on presentations, tuition incentives, and industry leaders describing opportunities.

Iowa Lakes Community College (ILCC)

Iowa Lakes Core Values:

ILCC believes in the dignity of the individual.

- ◆ ILCC believes the learner should be considered first in allocation of decision-making, allocation of resources, and customer service delivery.
- ◆ ILCC believes in an "open door" that offers learning opportunities for all constituents

Iowa Lakes College-wide Goals:

- ◆ Provide leadership in anticipating and developing educational opportunity for our global community.

Iowa Lakes Objectives:

- ◆ Maintain momentum of the Enrollment Management team as a college-wide forum and improve communication with regard to college changes implemented.
- ◆ Continue to improve web-site. Establish design templates for faculty and staff to unify web pages.
- ◆ Actively participate in state admissions organizations to provide needed services to students and new guidance counselors.

Note: Please refer to Iowa Lakes Strategic Plan, *Vision In Action – Focus on Education*, for specific program, discipline and division goals supporting Iowa Community College goals and initiatives.

Northwest Iowa Community College (NCC)

Northwest Iowa Community College has a marketing and recruiting plan to attract students to career and academic transfer programs. Having a small population base, it is incumbent that the college aggressively recruits students and provides quality education

to retain people in northwest Iowa. The college personnel regularly conducts telephone calls, mails printed material, purchases time on radio/television and attends school/community functions. NCC has also hosted an ICN college night forum for 12th grade students and their parents.

Iowa Central Community College (ICCC)

◆ Focus Area – Communications

Goal 1: The college will enhance the flow of internal and external communication.

Iowa Central Community College instituted an enrollment management plan in the fall of 1995. Enrollment management, by definition, is an institution-wide systematic and coordinated approach used to promote and monitor student recruitment, admission, retention, and placement to achieve optimum enrollment. The college is planning a significant emphasis on its retention strategies.

This enrollment management plan is designed to recruit new students and to assure that currently enrolled students meet their educational goals, whether for single classes, a full program of study, transfer to four-year institutions, or a degree or certificate. The anticipated result is to strengthen our capacity to forecast enrollment, to maintain a desired mix of student demographics, to focus available resources where they can be most effective, and to increase student numbers while serving the needs of our community.

In this Enrollment Management Plan, the Industrial Technology Department has written specific recruitment activities designed to target industrial programs.

The following are recruitment activities targeted for Industrial Technology Programs:

1. Visit every Area V high school to increase promotion/awareness of current and new Industrial Technology programs. (Department Chair, Coordinator of Industrial Technology Operations, and supported by faculty, will be responsible for this activity.)
2. Host the Fifth Annual Industrial Technology Competition Day for high school students in April 2002. Date will be used to recruit students who participate in Competition Day. (All department members responsible.)
3. Call prospective students interested in Industrial Technology programs. (All department members responsible.)
4. Participate in Senior Days and Career Fairs. (Department Chair, Coordinator of Industrial Technology Operations, and faculty will be responsible for this activity.)
5. Send letters and informational program packets to prospective students. (Department Chair, Coordinator of Industrial Technology Operations, and faculty will be responsible for this activity.)

6. Make videotapes of all Industrial Technology programs to be used as recruiting tool at Area V high schools. (Department Chair, Coordinator of Industrial Technology Operations, and faculty will be responsible for this activity.)
7. Send welcome letters to students who have registered for Industrial Technology program courses. (Department Chair, Coordinator of Industrial Technology Operations, and faculty will be responsible for this activity.)
8. Have Industrial Technology program banners made for Area V high schools for promotion of students. (Department Chair, Coordinator of Industrial Technology Operations, and faculty will be responsible for this activity.)
9. Newspaper and radio advertisements for Industrial Technology Community Education courses promotion. (Department Chair, Coordinator of Industrial Technology Operations, and faculty will be responsible for this activity.)
10. SkillsUSA-VICA Chapter recruitment of student membership in areas of technical skills and service, and health careers. (Coordinator of Industrial Technology Operations will be responsible for this activity.)
11. Mail holiday greeting cards to all prospective students in primary and secondary markets. (Department Chair, Coordinator of Industrial Technology Operations, and faculty will be responsible for this activity.)
12. Increase and enhance presence of Industrial Technology Department on the Iowa Central web-site. (All department members will be responsible.)
13. The College has provided comprehensive staff development opportunities. (Department Chair and faculty responsible for this activity.)
14. Host an open house in Industrial Technology Department for prospective students and their families. (Department Chair, Coordinator of Industrial Technology Operations, and faculty will be responsible for this activity.)

Iowa Valley Community College District (IVCCD)

The district has expanded scholarships awarded to attract and retain quality students from in- and out-of-Iowa. Tuition for out-of-state students has been decreased from 200 percent of in-state tuition to 150 percent to attract more students out of Iowa.

Hawkeye Community College (HCC)

HCC Strategic Plan Goal 2.6 is to improve communication to prospective students to perpetuate the enrollment process and recruitment addresses this statewide goal and initiative.

HCC Activities Update

- ◆ Recruited individuals, traditional and non-traditional, to enter career education areas showing the greatest need for employment, i.e. manufacturing, health occupations, and skilled trades.
- ◆ Initiated tech prep offerings to encourage high school students to explore career fields and take articulated courses that will enhance their college opportunities.

- ◆ Offered retraining to employees of local businesses and industries.
- ◆ Provided information to displaced workers about new career opportunities and training.
- ◆ Worked closely with Workforce Development staff in addressing employment opportunities and needs for business and industry.

Eastern Iowa Community College District (EICCD)

Initiative G is included in the EICCD Goal 3: Quality Programs—The EICCD develops and maintains quality curricula and services which maintain and support local, national, and global needs.

The EICCD has recently developed its public web-site which contains information about program offerings in an effort to reach students in a wider geographic area. Catalogs are no longer printed for all students; instead, the catalog is online.

The MTC programs customize training and noncredit computer courses to serve statewide and regional educational needs.

Kirkwood Community College (KCC)

Several activities in the NSF (National Science Foundation) Technology Scholarship Program are related to recruitment and retention of students into Mathematics, Engineering, and Computer Science disciplines.

An NSF STEP planning grant has been submitted that will provide staffing for outreach programs to encourage students to choose science, technology, engineering and mathematics as a major.

KCC has developed an IT video that is now complete. The college will be sending this out with their admissions representatives this fall when they go to local high schools. The video will be given to the counselors. New program print material was also produced which will compliment the video.

Within the KCC web-site, the college tries to link to other web-sites that demonstrate the need for the career. For example, both of KCC's Health Information Technology and our Occupational Therapy Assistant programs have links to the Iowa Workforce Development web-site so interested parties can assess the data that demonstrates the demand for the career.

Des Moines Area Community College (DMACC)

In addition to DMACC's comprehensive institutional recruitment program, they have identified the following recruitment goals for 2003:

1. Increase the numbers of shared program high school students who continue their enrollment in vocational education at the college level.
2. Develop stronger ties to GED students and students involved in the Youth at-Risk program to expose them to opportunities in targeted industry programs.
3. Emphasize targeted industry programs during high school visitations, college fair presentations, campus tours and specialized community marketing events.
4. Work with the Student Development Office to assist in working with dislocated workers, community social service agencies including Vocational Rehabilitation and Workforce Development.
5. Develop a recruiting relationship with school districts in Harrison, Mercer and Putman counties in Missouri.

Western Iowa Tech Community College (WITCC)

WITCC Strategic Plan Goal 11 includes marketing plans that address targeted student populations and programs.

Iowa Western Community College (IWCC)

Strategic Planning Goal #13: Iowa Western Community College can recruit a higher percentage of high school graduates from school districts within Area XIII and metropolitan Council Bluffs/Omaha.

Iowa Western is aggressively recruiting students for high demand programs in nursing, engineering curricula, and computer studies related areas. The college's Division of Student Services has a strategic plan for recruiting students and Iowa Western also has a "Presidential Scholars" selection process that actively seeks out excellent high school graduates for study in a diverse number of curricula. The recruitment process includes prospective students from Iowa and other states, in particular Nebraska.

Southwestern Community College (SWCC)

Targeted Industry Cluster Programs

- ◆ Life Sciences
- ◆ Information Solutions
- ◆ Advanced Manufacturing

Southwestern's initiatives in Business Systems Networking and Manufacturing Technology provide area students access to current technology and attract students from outside the merged area. Substantial investments in science facilities have supported courses in chemistry and biology. Southwestern continues development of program and facilities in advanced agricultural (chemical applicator) techniques, computer systems and networks, and industrial processes (electromechanical technology).

Steel Plus

Southwestern is one of three training sites in North America for the Steel Plus Technology Network, Structural Steel Detailing Program. The partnership between Southwestern and the Steel Plus Network is to assist in addressing a shortage of qualified steel detailers. This recruiting, training and placement program will offer students excellent opportunities for employment. The eight-week summer program includes classroom, lab, and onsite experiences, provides industry requested training, and is an enhancement to Southwestern's current two-year curriculum in structural drafting with emphasis in steel detailing.

Marketing*

Objectives and Actions

- A. Organize and conduct marketing research from local, state, and national resources.
 - Utilize focus groups from area businesses and prospective students.
 - Utilize advisory committees.
 - Conduct image research.
 - Conduct a media survey and utilize results in direct advertising.
- B. Implement Marketing Plan
 - 1. Increase enrollments for
 - Vocational programs
 - Evening classes
 - Centers
 - Targeted audiences
 -

*Relationship to SWCC's local plan to the statewide plan, "Shaping the Future."

Indian Hills Community College (IHCC)

Indian Hills utilizes an aggressive recruiting campaign involving 400 Iowa high schools and includes numerous border schools in Illinois, Minnesota and Nebraska. Four (4) full-time recruiters market Indian Hills by visiting high schools and attending college fairs and career nights as well as industry held technology awareness programs. The recruiting efforts are supplemented by our specific program initiatives involving alumni, advisory boards, and advocates of technology and Indian Hills Community College. Junior Day, Senior Day, and Counselor Day are annual events that highlight our programs.

◆ Visual Aids

View Books

Program Brochures

Catalogs

Graphic Computer Displays

Placement Data

◆ Advertising

Radio

Television

Newspapers

Direct Mail, Posters

Complementing the Recruitment/Marketing department's efforts, the Advanced Technology division communicates directly with high school teachers and industry advisors in the dissemination of information concerning careers in technology and the training required.

- ◆ 2,127 letters to high school teachers, sent in 11 separate mailings specific to the teacher's technical discipline, included lists of companies that have hired our graduates and an invitation to visit our labs.
- ◆ 135 letters to high school Agricultural and Biology teachers in southeast Iowa, included invitation to articulate on biotechnology course and tour of new Iowa Bio-process Training Center.
- ◆ 425 letters to high school counselors at every high school in Iowa plus those in Illinois and Missouri visited by Recruitment/Marketing department, included invitation to tour new Iowa Bio-process Training Center.
- ◆ 20 high schools visited by a total of 15 staff members and industry advisors, included classroom demonstrations of technology and insight into careers.
- ◆ Booth at Iowa Association of Agricultural Educator conference and Iowa Industry and Technology Educator conference.
- ◆ 4 high school career fairs arranged by industry advisors seeking graduates from our programs who would be interested in returning to their home communities.
- ◆ Advertisements specific to individual technology programs in tabloid mailed three times a year to 60,000 homes in 10 county service area.
- ◆ Solicited program specific scholarships from industry advisors.

IHCC is in the process of expanding its recruitment program for both credit programs and workforce training programs offered through Iowa Bio-Development serving the biotechnology industries throughout Iowa and the region. IHCC's Director of Iowa Bio-Development regularly attends state and national industry conferences to promote those programs as well as related activities at the Iowa Bio-process Training Center located in Eddyville, Iowa.

IHCC has applied for an H-1B Technical Skills Training Grant, the *Biotechnology Skills Training Project*, with the U.S. Department of Labor which would provide, if awarded, \$3 million for recruitment and training workforce in the value-added agriculture biotechnology industry. Status is pending.

Southeastern Community College (SCC)

- ◆ SCC has a cooperative agreement with Carl Sandburg College (Illinois) to jointly recruit Illinois students to attend programs at SCC. Conversely, Iowa students may attend selected vocational programs at Sandburg.
- ◆ Admissions staff works closely with program coordinators to recruit students.
- ◆ A vocational recruiter is the liaison between programs and admissions to maximize recruiting.
- ◆ CBIS through the Workforce Center provides information on targeted industry cluster programs to those interested in returning to classroom training.
- ◆ CBIS cooperates with area school to career initiatives that highlight targeted industries.
- ◆ College 101 promoted to dislocated workers to encourage them to see advantages of training or “re-tooling” for better job opportunities.
- ◆ Attend Workforce Iowa Advantage meetings to promote education options for training/“re-tooling” opportunities.
- ◆ Monthly appointments with WIA office to provide information to interested WIA clients.
- ◆ Faculty attended Health Careers program (organized by GRMC) to promote opportunities in SCC RT program.
- ◆ C.E. Faculty have changed/adapted curriculum to meet the current needs of employers. (i.e., Electronics--added Bio-med for hospital; Surgical Tech consortium; New lab and equipment in Machine Shop).
- ◆ Dean of Career Education coordinated and facilitated a mailing to promote interest in “re-tooling” in the new CNC computer lab.
- ◆ Through recruitment of our Career Education Programs, SCC promotes these industries to high school students and non-traditional students in Iowa, Illinois, and Missouri.
- ◆ Student Services staff visited with prospective students and explain the advantages of pursuing a degree in these career areas. This includes promoting the opportunity of pursuing a non-traditional field.
- ◆ SCC personnel served on a five-person committee that promotes the “Road Less Traveled”. This committee visited many local school districts to promote the advantages of pursuing a non-traditional field. An example could be the Civil Construction option under Design Engineering. This option was created to meet the future needs of the Departments of Transportation for Iowa, Illinois, and Missouri.

Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative B: Reexamine tuition costs and available financial aid to assure continued access for students of all income.

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Department of Education Response

Enrollment Reports—The 2001-2002 Academic Year Iowa Community Colleges Tuition and Fees Report November 2001 is included on the following web-site <http://www.state.ia.us/educate/ccwp/cc/pubs/tfr02.pdf>.

Iowa Association of Community College Presidents/Iowa Association of Community College Trustees Response

At the present time, the community college associations are reviewing both tuition/fee costs and available financial aid. It now appears that tuition/fees as a percent of general fund revenue has exceeded state aid as a source of income for our community colleges. When the Department of Education releases final numbers for the 2002 fiscal year which concludes June 30, the IACCP/IACCT will be in a position to verify this claim. With the extreme increases in tuition during the past 12 months and the reduction in state aid, it appears certain to be the case as of this date.

As to the matter of financial aid, in recent months, the state has made cuts in the Voc-Tech Tuition Grant Program, the ACE Student Grant Program, and the Iowa Work Study Program has been eliminated entirely. With extraordinary tuition increases over the past several months and the promise of more increases to come for the beginning of the '02 fall term, it is becoming increasingly difficult for students from lower to middle socio-economic levels to attend a community college in Iowa. This is particularly so as relates to Technical Programs.

These financial difficulties come at a time when our state has an ever-growing shortage of high tech, skilled, workers. The community colleges of Iowa must be put into a financially viable position if we are to play a significant role in leading our state out of the financial doldrums that we find ourselves in today.

Community College Responses

Northeast Iowa Community College (NICC)

College Goal: To work in partnership with public and private entities, both rural and urban, to facilitate and balance economic growth, community development, environmental protection, and educational opportunities.

Priority Activity: Develop a plan for communicating the college's needs and funding sources to internal and external audiences.

Activities:

- ◆ Legislative Cuts Have Not Allowed the College to Lower Tuition
- ◆ Restructured Administration—Accomplished to reduce expense and support growth areas of the college and its infrastructure.
- ◆ Foundation Fund Raising—In 2000, the college went over \$1,000,000 in its scholarship funds for the first time. NICC annually increases the amount of scholarships and match given to students and programs such as increased loan lending and Dollars for Scholars.

North Iowa Area Community College (NIACC)

NIACC Goal: Ensure that all citizens of the North Iowa region, regardless of their educational and socioeconomic backgrounds, geographic placement, or needs for special assistance, have the opportunity and the necessary support to take advantage of postsecondary educational programs and other services offered by the College.

Strategies:

- ◆ **Tuition and Financial Assistance**: A tuition comparison report is prepared every year identifying the cost of tuition at other Iowa community colleges and regents' institutions. NIACC's goal is to remain in the middle range compared to other community colleges. The Student Senate is asked to represent the students' opinions about tuition increases. Information is shared with them which identifies increases in Pell grants and other forms of government assistance. NIACC's goal is to keep tuition increases below the increase of federal grants. Scholarship support from the NIACC Foundation has increased over time, as one of the initiatives in the capital campaign was to increase both the number of scholarships and the scholarship amounts for students. NIACC has also increased the number and amount of "automatic" scholarships (based on standardized test scores) by adjusting our standards to reach more students. The college has also been successful in securing special funding for students through Student Support Services and ACE (Accelerated Career Education).

Iowa Lakes Community College (ILCC)

Iowa Lakes Core Values:

ILCC believes in the dignity of the individual.

- ◆ ILCC believes the learner should be considered first in allocation of decision-making, allocation of resources, and customer service delivery.
- ◆ ILCC believes in an “open door” that offers learning opportunities for all constituents.

Iowa Lakes College-wide Goals:

- ◆ Make available resources to focus on a high quality learning experience

Iowa Lakes Objectives:

- ◆ Implement FACTS tuition management payment plan
- ◆ Strive to increase the number of scholarships and funds available to Iowa Lakes Community College students and programs.
- ◆ Continue to increase the number of scholarship applicants through mailings, counselor contacts, community awareness and the Internet application process.
- ◆ Assist students in realizing their educational goals by increasing the number of scholarships awarded each year to traditional and non-traditional students.
- ◆ Through the generous support of donors, expand student scholarship opportunities by establishing awards in memory of noteworthy individuals, businesses or organizations.

Note: Please refer to Iowa Lakes Strategic Plan, Vision In Action – Focus on Education, for specific program, discipline and division goals supporting Iowa Community College goals and initiatives.

Northwest Iowa Community College (NCC)

The Northwest Iowa Community College Board of Trustees annually set tuition and fees for the next fiscal year. Prior to taking Board action, information relative to tuition costs at other community colleges, four year colleges and universities is reviewed. The Board of Trustees are also provided information about scholarship opportunities, work study resources, availability of grants, etc.

Iowa Central Community College (ICCC)

◆ **Focus Area – Goal**

In 1995, Iowa Central had the highest tuition rates in the state. In 1995, the college reduced the rate \$10.00 per credit hour. The college now has one of the lowest tuition rates in the state.

The college has expanded the number and amount of scholarships to assist students.

<u>Year</u>	<u>No. of Awards</u>	<u>Amount</u>
1998-1999	821	\$340,262
1999-2000	870	\$557,009
2000—2001	1,145	\$587,493

Iowa Valley Community College District (IVCCD)

Increases to tuition in Iowa's community college system and decreases to state aid are taking the affordability out of attending a community college. The awarding parameters for the Iowa Vocational Technical Grant (community college source of funding from the state) have recently been revamped due to the community college financial aid officers proposing a new awarding system. This new way of awarding takes the same amount of funding from the state and distributes it differently. It's a much more equitable way of spending the funds IVCCD has and reaches more students. Unfortunately it's a very small amount of money. It's discouraging that the Iowa Vocational Technical Grant was funded at less than \$2.5 million for 01-02 while the state funded over \$48 million to Iowa's private schools for the Iowa Tuition Grant program during 01-02.

The state work-study program was completely closed out prior to the 01-02 year due to budget cuts. Students gain valuable work experience from these jobs and it provides an affordable way to fund students for the college or off-campus employer. It's a win-win situation for everyone involved and was funded previously at around \$2.7 million. IVCCD believes they need to re-evaluate the decision to eliminate that program. It's difficult to be thrifty with the college funding when it's so limited.

Hawkeye Community College (HCC)

HCC Strategic Plan Goals addressing this statewide goal and initiative are:

- 2.10 Increase awareness and accessibility of scholarships to top academic performing students.
- 2.12 Develop a financial aid resource center for customers.
- 2.13 Increase financial aid outreach efforts.

HCC Activities Update

- ◆ Continuously reviewed and reexamined tuition costs in view of current state funding projections and in an effort to keep educational access affordable.
- ◆ Increased scholarships for students.
- ◆ Standardized Foundation scholarship application and selection process.

- ◆ Awarded Foundation scholarships in a timely manner to be included as part of an initial financial aid award package.
- ◆ Continued to improve outreach activities to educate students of financial aid policies and procedures, scholarship availability, and other aid related information.
- ◆ Developed informational materials to inform current and potential students of financial aid resources as well as increasing their knowledge of guidelines and requirements for receiving financial aid.
- ◆ Located financial aid information in various locations around campus.
- ◆ Continued debt counseling with students and assisted them with the development of a yearly expense budget.
- ◆ Evaluated leveraging options of grant programs to assist as many needy students as funding will allow.
- ◆ Offered alternative loan options to students with debt counseling requirement.

Eastern Iowa Community College District (EICCD)

Initiative B is included in the EICCD Goal 8: Resource Management--The EICCD assures institutional accountability through effective and efficient utilization and development of resources. This is measured by cost per student, FTE compared to Iowa state averages and dollars raised by foundations.

Tuition costs are reviewed *vis-à-vis* local and state support. Currently, EICCD's tuition is the lowest of any Iowa community college.

Kirkwood Community College (KCC)

The college was forced to impose a \$5 increase in tuition as a result of state community college funding cutbacks. Kirkwood generates 52 percent of its revenue from tuition and only 35 percent from state support. Financial aid support and scholarships provided through generous local support provide assistance to 45 percent of our students.

Des Moines Area Community College (DMACC)

Packaging Financial Aid Awards

Over the next five years DMACC will continue to review its packaging philosophy in relation to increased tuition and fees.

“Packaging” is the process by which the aid administrator seeks to meet a student’s need while ensuring equitable distribution of limited resources and compliance with program-specific eligibility criteria across income levels. DMACC will not exclude any particular category of eligible students from consideration for federal campus-based aid, particularly if they meet the exceptional need criteria under the Federal Supplemental Educational Opportunity Grant (FSEOG) program. To ensure equality in packaging the aid office uses the Ladder Concept when packaging aid. The Ladder Concept treats all

applicants in the same manner. After the Expected Family Contribution is subtracted from the budget (cost of education) to determine need, aid is considered and awarded usually in the following manner: Federal Pell Grant and other external resources; Grants and scholarships and work and/or loan (i.e., self-help) to meet remaining need.

Access to DMACC's financial resources are made available to all financial aid applicants, and customized to fit the students' eligibility for aid from state, institutional, federal and private sources.

Trends in Student Aid

To ensure that DMACC's financial aid office examines and award financial aid to the students mostly likely to benefit. The financial aid must keep abreast of current trends in education so that all students desiring a college education may obtain access and opportunity.

- ◆ Public 2-year Persistence of Students With Pell Grants: 1998
 - Pell Grant recipient 4.1
 - Non recipient, 2.8

The following: Standard errors for the average price of college attendance and student financial aid for dependent full-time, full-year undergraduates, by type of institution and family income: Academic year 1999-2000 (National Post secondary Student Aid Student, NCES)

Public 2-year Net Price of College Attendance: 1999-2000

<u>Tuition/Fees</u>	<u>Total Price</u>	<u>Grants</u>		<u>Net Price</u>	<u>Loans</u>
82.5	143.8	126.0		220.9	157.9 LC*
85.2	145.1	70.5		178.6	46.4 LM
82.4	157.7	70.8		178.6	46.4 UM
94.0	167.8	66.5	1	72.4	55.2 HI

*LC= Low Income
 LM=Lower Middle
 UM=Upper Middle
 HI = High Income

Access and opportunity for all financial aid applicants is a goal of DMACC's financial aid packaging philosophy. The financial aid office will ensure that tuition/fees do not out pace grants and loans, thereby making college affordable and accessible.

Western Iowa Tech Community College (WITCC)

In response to repeated legislative cutbacks, the college regularly revisits its sources of revenue, shifting more the burden of education to the student.

Iowa Western Community College (IWCC)

Strategic Planning Assumption 1, 2, 3. (1) The number of students needing academic, financial and social assistance will increase. (2) Funding from the state will not be sufficient to meet the financial needs of the College. (3) Federal financial aid to students will rely more heavily on loans.

The Iowa Western Cabinet addresses tuition on a frequent basis. This past 12 months the budget crisis in the state of Iowa has made it necessary to increase tuition twice since July 1, 2002. During FY01, tuition was \$70.00 per credit hour. Combined tuition and fees are currently \$89.00 per credit hour. Iowa Western tuition and fees are likely to continue to increase unless the revenue shortfall situation is reversed.

Southwestern Community College (SWCC)

ACE (Accelerated Career Education)

Funds available through the ACE legislation have assisted with new program(s) including Ag Chemical Applicator, Business Systems Networking, and Manufacturing Technology. ACE funding has allowed Southwestern to work with private business and industries in a new and innovative manner. Southwestern has worked with area employers for many years; ACE provides an incentive program for employers in specific targeted fields to establish a long-term commitment towards training that leads to employment. The required long-term financial commitment and additional in-kind support have aided with funding needed to initiate and operate technology-based programs. Scholarships provided by the private partners provide students willing to make the commitment (program completion and three years employment) with tuition, fees, and texts.

Financial Aid

Southwestern's Financial Aid Director worked with fellow financial aid directors from Iowa's community colleges and representatives from the Iowa College Student Aid Commission to revise the way in which State of Iowa Vocational Technical Grants were awarded. In March, Governor Tom Vilsack, signed the bill into law. The bill allowed for increasing the Iowa Vocational Technical Tuition Grant maximum award from \$650 to \$1200. This also allowed us to put into effect a new procedure concerning the definition of financial need.

By doing this, we felt that the students on our campuses not eligible for the maximum federal Pell grant (because of their income level), would be given access to another source of financial aid to help with college expenses.

Scholarships, Fundraising

Unfortunately, shortfalls in state general aid have forced significant increases in tuition and fees in recent years. Southwestern's district includes five of the ten poorest counties in Iowa. Therefore, the college is currently involved in a fundraising feasibility study.

The intent is to examine the potential for establishment of an endowment to generate additional scholarship funds. This goal was reconfirmed by recent Strategic Planning and in discussion with the Board of Trustees.

Research and Development*

Objectives

C. Investigate additional sources of funding

Services

Objectives

I. Increase student retention

*Relationship to SWCC's local plan to the statewide plan, "Shaping the Future."

Indian Hills Community College (IHCC)

Tuition rates are analyzed as necessary, minimally on an annual basis. Recent history has shown tuition revenue to contribute 30-32 percent of Indian Hills unrestricted general fund revenue. Substantial reductions in state aid recently have caused tuition increases in the range of 12-15 percent for last year and the upcoming fiscal year. Providing a reasonably priced educational opportunity to counties in Iowa that have the lowest average income per capita mandates that IHCC strives to keep our tuition as low as possible while maintaining a quality product.

Available financial aid dollars come from federal Title IV programs and state student financial assistance programs. The amount of the funds received by IHCC is based on the information submitted to the Federal Government on the annual FISAP Report. Student financial assistance eligibility is based on the results of the Free Application for Student Aid. IHCC does not implement a separate institutional eligibility calculation above or beyond the Title IV calculation.

IHCC, Plans for Excellence Related Goal(s):

To maintain tuition at the lowest possible rate without affecting our quality of education.

To maintain a reasonable balance between funds required offsetting our state support.

- ◆ Tuition increases are a direct response to inadequate state funding of postsecondary education. <Source: *Education Funding for Iowa Students Estimated FY 2002, Iowa College Student Aid Commission*>

To work to receive the community colleges fair share of education revenues given to post-secondary education in the state of Iowa.

- ◆ To continue to educate the state legislature that community colleges graduate 49 percent of the Iowa students in college, but receive 18 percent of the state funding per student.

To continue to assure state dollars for the community college system, offer the best return on education investments for Iowa taxpayers and students who choose the Iowa community college system to attain their education.

To continuously monitor and seek grants that will support financial assistance for all income levels of students to assure access or enhance academic opportunities for students.

- ◆ Federal Grants- Federal Register, Department of Education, Department of Labor, and Department of Health and Human Services, Department of Commerce, Department of Agriculture.
- ◆ Mahaska County Grant Group
- ◆ State Department of Education
- ◆ Iowa Department Economic Development
- ◆ National Science Foundation
- ◆ Pioneer Hi-bred Foundation

Southeastern Community College (SCC)

- ◆ SCC was forced to increase tuition 21 percent since July 2000 due to state budget reductions.
- ◆ The SCC Foundation provides tuition assistance to two-thirds of the applicants for scholarships resulting in more than 200 scholarships and exceeding \$150,000 annually.

Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative C: Reexamine the current funding mechanism that supports community colleges through state and local revenue and student tuition.

Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative C: Reexamine the current funding mechanism that supports community colleges through state and local revenue and student tuition.

Department of Education Response

Enrollment Reports—A report for the Legislative Fiscal Committee (Credit Student Enrollment and Federal Revenues October 24, 2001) was completed as well as the fiscal year 2002 Financial Status (Working Budgets). These are included on the web site: <http://www.state.ia.us/educate/ccwp/cc/documents.html>.

IACCT/IACCT Response

At the present time, a President's Funding Committee is functioning. This committee is chaired by Dr. Norm Nielsen. Committee members are:

- ◆ Dr. Barbara Crittenden
- ◆ Dr. Mike Hupfer
- ◆ Dr. Jim Lindenmayer
- ◆ Dr. Bob Paxton
- ◆ Dr. Rob Denson – Ex-Officio
- ◆ Dr. Gene Gardner – Ex-Officio

The committee met June 3 and discussed a variety of topics relating to source of funding for community college operations and distribution of monies. At this meeting, it was agreed that a special meeting of the Presidents will be called during late summer or early fall for the specific purpose of discussing community college funding. Ultimately the Presidents will make some recommendation to the Trustees for consideration and possible adoption.

Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative D: Develop a compensation package for community college faculty and professional staff salaries to be commensurate with the national average within five years.

Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative D: Develop a compensation package for community college faculty and professional staff salaries to be commensurate with the national average within five years.

IACCT/IACCT Response

With current levels of funding and existing prospects for future funding described as modest at best, it is virtually impossible to make meaningful plans relating to significant increases to college faculty and professional staff salaries. National averages do provide worthy targets; however, at the present time, average salaries for employees at our community colleges are notably below our neighboring states as well as the national averages. The idea of developing a compensation package as outlined in Initiative D is undoubtedly well-deserving but sufficient funds to carry out this task are nowhere in sight.

Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Initiative E: Seek support from business and industry for program development and student assistance.

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Community College Responses

Northeast Iowa Community College (NICC)

College Goal: To work in partnership with public and private entities, both rural and urban, to facilitate and balance economic growth, community development, environmental protection, and educational opportunities.

Priority Activity: Develop a plan for communicating the college's needs and funding sources to internal and external audiences.

Activities:

Respiratory Care Program Support from Business—When it looked like the Peosta Respiratory Program would close due to state budget reductions, several medical facilities pledged financial support to maintain the program.

John Deere--NICC has one of the largest John Deere public-private education partnerships on its Calmar Campus. The John Deere Corporation provides state-of-the-art equipment and Deere dealers recruit and support student costs to attend this program

Surgical Tech—NICC has joined a number of community colleges to offer this Kirkwood program on the NICC campus. Ten (10) NICC students take courses at NICC and by ICN at Kirkwood Community College for training in this career field.

North Iowa Area Community College (NIACC)

NIACC Goal: Ensure that all citizens of the North Iowa region, regardless of their educational and socioeconomic backgrounds, geographic placement, or needs for special assistance, have the opportunity and the necessary support to take advantage of postsecondary educational programs and other services offered by the college.

Strategies:

Increasing access through scholarships: Over 200 NIACC students benefit each year from NIACC Foundation Scholarships made possible through the generosity of individuals, organizations, and businesses. Numerous local companies help increase North Iowans' access to higher education through their annual and endowed gifts. Examples: Crow's Hybrid Corn Company sponsors an annual agriculture scholarship; NSB Bank sponsors a business scholarship; Winnebago Industries sponsors a mechanical design scholarship; Haas Chiropractic and Masters' Chiropractic sponsor chiropractic scholarships; CURRIES, First Citizens National Bank, Wells Fargo Bank, and the 3M Forest City Distribution Center sponsor general scholarships, etc.

NIACC Goal: Instill confidence and pride in all who come into contact with the College by fostering a commitment to excellence in all College endeavors.

Strategies:

Enhancing Cultural Opportunities in North Iowa—Each year, the college brings a myriad of cultural opportunities to North Iowa through the NIACC Performing Arts and Leadership Series. The series, which features a diverse lineup (from Broadway musicals and children's productions to hot new artists and Nobel Peace Prize winners), is made possible through grants as well as sponsorships by more than ten local businesses. One of the corporate sponsorships allows students across the region to attend selected shows free of charge.

NIACC Goal: Ensure that individuals have opportunities to prepare themselves for employment in occupations in demand in a global society.

Strategies:

Creative Program Development—In the fall of 2002, NIACC will introduce the Electro-Mechanical Systems Technology (EMST) Program, made possible through a creative partnership with local business and industry. Several local companies have made a commitment to invest \$5,000 per year for five years in order to "purchase seats" in the program. The curriculum features a modular structure, giving employees an opportunity to complete specific training modules or the entire program. Several traditional college students have enrolled in the program and will train alongside the industry professionals.

NIACC launched a suite of Information Technology Programs (Information Systems Technology; E-Commerce, Web Design and Development; and E-Agribusiness) in recent years with a significant gift from a local foundation and a unique partnership with CISCO Systems, Inc. The arrangement has allowed the college to offer state-of-the-art training to help meet demand for IT professionals throughout the state and nation.

Iowa Lakes Community College (ILCC)

Iowa Lakes Core Values:

ILCC believes in the dignity of the individual.

- ◆ ILCC believes the learner should be considered first in allocation of decision-making, allocation of resources, and customer service delivery.
- ◆ ILCC believes in an “open door” that offers learning opportunities for all constituents.

Iowa Lakes College-wide Goals:

- ◆ Make available resources to focus on a high quality learning experience.

Iowa Lakes Objectives:

- ◆ Strive to increase the number of scholarships and funds available to Iowa Lakes Community College students and programs.
- ◆ Through the generous support of donors, expand student scholarship opportunities by establishing awards in memory of noteworthy individuals, businesses or organizations.

Northwest Iowa Community College (NCC)

Northwest Iowa Community College is currently conducting a major gift campaign with a focus on resources for student scholarships and instruction equipment. NCC has also been successful in securing three Accelerated Career Education grants from the Iowa Department of Economic Development.

Iowa Central Community College (ICCC)

This has been addressed in Goal 1, Initiative F and Goal 3, Initiative B of this report.

The college has received a tremendous amount of donated equipment and supplies as well as scholarship dollars for new programs

Iowa Valley Community College District (IVCCD)

The district actively seeks support from business and industry through Accelerated Career Education partnerships, on-the-job training placement, and through placement of students in health occupation clinical.

Hawkeye Community College (HCC)

HCC Strategic Goal Plan Goals 1.1 to enhance current and develop new partnerships and 2.2 to establish partnerships with employers that currently have contacts with the New Jobs Training Program, and 2.4 to explore and implement cooperative agreements with area businesses address this goal and initiative.

HCC Activities Update

- ◆ Established student scholarships through cooperation and assistance from local business and industry; i.e. Joe Nelson scholarship, Power Technology.
- ◆ Offered funded apprenticeship training to employees of John Deere and IBP.
- ◆ Offered industry supported tech prep program to EMCC program students.
- ◆ Developed cooperative funding relationships with area hospitals, laboratories, and health care representatives for continuance of the Medical Laboratory Technology program

Eastern Iowa Community College District (EICCD)

Initiative E is included in the EICCD Goal 8: The EICCD assures institutional accountability through effective and efficient utilization and development of resources. This is measured by dollars raised by external grants and contracts, as well as lists of donated items.

The EICCD seeks support from business and industry for program development and student assistance through community contacts and grant programs. All vocational career programs have community Advisory Committees that meet regularly. The district currently has an Endowment Challenge Grant, which matches funds for endowment programs at Clinton, Muscatine and Scott Community Colleges, and an ACE Program grant to create new facilities and to establish Muscatine Community College's Technical Studies/Manufacturing Technology Programs. The EICCD partners with business in the Apprenticeship Program to arrange apprenticeships for plumbers and pipefitters, sheetmetal and millwright workers, and culinary arts students

Kirkwood Community College (KCC)

Kirkwood has been awarded a National Science Foundation grant to provide scholarship for high achieving students pursue careers in math, science, engineering, and technology-related fields.

So far this year KCC has received \$3,895,240.91 from businesses (201 donors). The split for this includes \$363,375.81 for scholarships and \$3,531,865.10 for program support. Last year, KCC raised a total of \$814,828.87 from businesses. This year's receipts are a 378 percent increase over last year's.

Des Moines Area Community College (DMACC)

DMACC is active participants in the ACE programming with the State Department and numerous business partners. The programs are in Integrated Manufacturing, Health, Information Technology, Civil Engineering Technology, Chrysler Apprenticeship, Land Surveying, and Caterpillar Technology. The business partners are John Deere, Iowa Telecom, Allied/Nationwide, ABC Virtual, ADP, Hy-Vee, Marsh, McLeod, Principal, Bolton and Menck, CH2M Hill, DM Asphalt and Paving, Geotechnical Services, DOT, Shive Hattery, Stanley, DM Chrysler, Wittrock Motors, Wes Finch Motors, Granger Motors, Pat Clemons, Devore Chrysler, and Ziegler Caterpillar. These programs create fine opportunities for the college and the business to partner and develop opportunities for students in numerous career paths.

DMACC has also began a partnership with ABI, Workforce Development, and the Area Education Agency. This will be a business and education center. This partnership is an attempt to create a clearinghouse for students and staff associated with school districts, which will allow for information and opportunities to exist in job shadowing and internships. This programming is just getting off the ground with hopes to further build and maintain competent Central Iowa workforce. This partnership seeds to strengthen the relationships between business and education as we move forward.

DMACC also has multiple partners associated with the local school districts that connect with our dual credit high school programs. DMACC has partnerships in the area of aviation with the Air guard, construction companies with our building trades programs in numerous locations, hospitals with our health career programs, numerous business with our career opportunities programming. DMACC also partners with Central Campus with connections with business partners in their vocational programs.

Western Iowa Tech Community College (WITCC)

WITCC Strategic Plan Goal 19. Describes progress of major gifts campaign and an annual campaign.

Iowa Western Community College (IWCC)

Strategic Planning Assumption #9: Cooperative agreements involving economic development initiatives, work sites, joint programs, and gifts from business, industry, and individuals can enhance the resources of Iowa Western Community College.

Strategic Planning Goals 5,6. (5) By 2005 Iowa Western Community College will double annual giving and increase Foundation assets to \$5 million. (6) By 2002 Iowa Western Community College will develop a comprehensive plan to update instructional and information technology and thereafter update it annually.

For years, a number of the College's Career and Technical Programs have relied on support from business and industry for issues such as scholarship assistance for students and equipment and technology. For example, the Computer Programming Program has been a recipient of scholarship dollars from area firms that employ its graduates. The Civil Engineering Technology Program has also received scholarship support from area architectural and construction businesses. Equipment has also been donated to the College's Aviation Maintenance Technology, Automotive Mechanics, and Diesel Technology curricula.

This spring the College's Alumni Office was involved in training six credit programs to fundraise for scholarships and equipment. In mid-April four development specialists from area non-profit organizations and the University of Nebraska at Omaha conducted a workshop for faculty and chairpersons on direct mail and telephone campaigns. In addition the Alumni Office has prepared updated lists of graduates for the six programs and will assist them with annual campaigns, and in the development of their strategic plans for raising dollars and equipment.

This past October, the College's Foundation Board of Directors approved a comprehensive development plan for friend and fundraising that will directly benefit all credit programs, with significant focus placed on networking with business and industry.

Advisory boards also lead to support for programs since they are often comprised of alumni, most residing in the metropolitan area.

Southwestern Community College (SWCC)

ACE (Accelerated Career Education)

Funds available through the ACE legislation have assisted with new program(s) including Ag Chemical Applicator, Business Systems Networking, and Manufacturing Technology. ACE funding has allowed Southwestern to work with private business and industries in a new and innovative manner. Southwestern has worked with area employers for many years; ACE provides an incentive program for employers in specific targeted fields to establish a long-term commitment towards training that leads to employment. The required long-term financial commitment and additional in-kind support have aided with funding needed to initiate and operate technology-based programs.

Area Business and Industry

Area 14 businesses and industries have been very supportive of Southwestern and its programs, through participating in fundraising, scholarships, loan or donation of equipment and involvement in program development. Several have been strong supporters and participants through annual scholarship programs, corporate sponsorships for fundraisers and working with graduates.

Steel Plus

Southwestern is one of three training sites in North America for the Steel Plus Technology Network, Structural Steel Detailing Program. The partnership between Southwestern and the Steel Plus Network is to assist in addressing a shortage of qualified steel detailers. This recruiting, training and placement program will offer students excellent opportunities for employment. The eight-week summer program includes classroom, lab, and onsite experiences, provides industry requested training, and is an enhancement to Southwestern's current two-year curriculum in structural drafting with emphasis in steel detailing.

Program Advisory Committees

Southwestern Community College has program advisory committees for all vocational/technical and career options programs. The committees are comprised of representatives from the program specific business or industry. Recommendations are written into the goals for the programs and are also reviewed through the program evaluation process.

Robotics

The Red Oak Center Electromechanical Technology program advisory board recommended that the students have opportunities to work on robots typical of those used by industry in southwest Iowa. Through the efforts of the training coordinator and maintenance engineer at ROMech, a division of Magna Industries, a Motoman industrial robot was donated to the college for robotics training at the Technology Center.

Structural Drafting

The Southwestern Community College Structural Drafting Technology program has received \$280,000 worth of donated steel detailing software and \$8000 to cover student expenses related to travel costs associated with on-site visits to companies.

Research and Development*

Objectives and Actions

C. Develop and implement new programs, activities, and services

- ◆ Explore new possibilities for academic programs, which may include majors in recreation, electrical trades, agricultural laboratory technology, health care administration, masonry, plumbing, forensic science, agricultural specializations, commercial mechanics, and expansion of structural drafting

Marketing

Objectives and Actions

A. Organize and conduct marketing research from local, state, and national resources

- ◆ Utilize focus groups from area businesses and prospective students
- ◆ Utilize Advisory Committees

*Relationship to SWCC's local plan to the statewide plan, "Shaping the Future."

Indian Hills Community College (IHCC)

IHCC through the college-wide advisory committees seeks support from business and industry for program development and student assistance. The advisory committee members become completely familiar with the aims and objectives of technical education programs and the field of training they are to advise.

1. Members of the committee may study and discuss regulations relating to various types of training including cooperative part-time, evening school, part-time extension, day trades, and apprentice training.
2. The school administration needs the advice of the committee as to the types of courses needed to satisfy day and evening training needs of a community.
3. Committee members can assist the College in maintaining up-to-date, effective programs of technical education that meet student and community needs.
4. Advisory committees may assist in the preparation of courses of study, setting up standards, securing proper equipment, taking community surveys, and publicizing school programs.
5. Committee members should determine when additional equipment or instructional material is needed to keep training up-to-date.
6. Committee members can identify occupation specialists who can give advice and make presentation to instructors and students. The membership also serves to counsel and guide students in relation to the world of work.
7. Advisory committees should assist in determining the number students to train for a particular field of work and in recruiting students for the program.
8. The advisory committee provides leadership in the identification of appropriate work related experiences.
9. Graduates who have successfully completed their training should be aided in employment placement by the advisory committee.
10. The advisory committee should support college administrators in appropriation requests by influencing state and federal legislation.

IHCC, Plans for Excellence Related Goal(s):

Expand business and industry support in the area of program development.

Objective: Rely on advisory committee members along with outside entities to research and develop new programs.

IHCC has entered into ACE agreements with four area businesses to help fund the construction and equipping of the Iowa Bio-process Training Center in Eddyville and to expand the college's program in Bio-process Technology and create the program in Process Control Technology. IHCC has established a partnership with four area biotech industries to provide both financial, equipment, and human resources to help in program development and enrichment. In addition to company gifts related to the ACE program, more than \$100,000 was donated by area industries in FY '02 to purchase high-tech and other industrial equipment to be used in IHCC's degree and workforce training programs.

The advisory committee for Drafting/Virtual Reality includes members from major manufacturing and technology businesses. Based on advisor recommendations, the program instructors have recently revised the curriculum to include a higher level of math, more focus on solid modeling, and additional general education courses.

Advisors to the Building Trades program are helping the instructors review the connection between Building Trades and Construction Management.

For two years, the Building Trades Program has partnered with the City of Centerville, Iowa, and the Department of Natural Resources to use energy efficient methods and building materials. The program instructors, the city building inspector, and DNR representatives also hold workshops to educate contractors in the use of these energy efficient methods and building materials.

Southeastern Community College (SCC)

- ◆ Local health care providers (primarily hospital) have established health care scholarships. Classroom space has been donated for health programs.
- ◆ Two recent ACE projects have established support from Business & Industry.
- ◆ CBIS regularly meets with business and industry advisory groups to seek input in the development of credit and non-credit programming.
- ◆ Specifically in regard to non-credit, CBIS responds quickly to assess need, design curriculum and deliver training to area business and industry.
- ◆ Southeastern's mission is to provide quality, affordable, and accessible life-long opportunities which meet or exceed the expectations of the people we serve. In order to provide those opportunities, the following business and industry support is on going:
- ◆ The Tri-State Ag Educational Foundation provides yearly scholarships for students to attend their first year at SCC in the Ag Program. Foundation members include representatives from horticulture and turf management, Ag chemical business, cattlemen's and livestock farmers, Young Farmers Association, Farm Bureau, swine producers, corn and soybean producers, Ag finance and Ag Program alumni.
- ◆ Special support was given this year in the form of scholarships and loans for students to attend an exchange program with Brazil.
- ◆ Area auto dealerships provide vehicles and equipment for the Auto Body/Technology Programs.

- ◆ An area manufacturing company provides metal supplies for the Welding Program
- ◆ As part of the ACE Program, one area manufacturing company provided an in-kind gift of equipment to the Precision Machining Program. With the beginning of the Basic Industrial Maintenance Program ACE Project, area manufacturing companies will be solicited for their support of equipment and student assistance.
- ◆ Through SCC's STC (School to Career) efforts, host an Employer/Educator Summit.
- ◆ Each Career Ed program also has an Advisory Committee made up of business and industry personnel to advise on necessary skills and training.
- ◆ We invite area companies to participate in the annual Job Fair and "SCC Day".
- ◆ Foundation scholarships received from area businesses:
- ◆ Case New Holland
- ◆ IAAP
- ◆ Catfish Bend
- ◆ Burlington Basket Co.
- ◆ McKee Clark Co. Pharmacy
- ◆ Scholl Real Estate
- ◆ Deery Brothers, Ron's Automotive, Denny's West Ave. Automotive
- ◆ Local businesses provide vocational students with required internships

Goal #4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Initiative A: Develop a set of agreed-upon performance indicators common to all colleges.

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Department of Education Response

Community College Performance Indicators Task Force—A Community College Performance Indicators Task Force is currently establishing statewide indicators for community colleges. Dr. Paul Tambrino, retired president of the Iowa Valley Community College District, chaired a committee of the community college presidents that examined common measures of institutional effectiveness for individual community colleges. Department of Education director, Ted Stilwill, appointed the membership of the Community College Performance Indicator task force with Dr. Bob Dunker, president of Western Iowa Tech Community College; and Dr. Jan Friedel, administrator of the Division of Community Colleges and Workforce Preparation, as co-chairs. This task force was charged with the task of developing and recommending to the Department of Education a set of agreed-upon performance indicators for the system. An update of work and progress of the task force will be presented to the State Board for discussion and input at its August 1, 2002, meeting.

Perkins State Levels of Performance—Perkins state levels of performance were negotiated with the federal government to address the mandated Perkins student performance indicators—completion, placement, gender distribution, nontraditional training, and employment.

Goal #4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Initiative B: Collect, verify, and publish community college data through the use of the Management Information System (MIS).

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Department of Education Response

MIS System—The community college MIS is an electronic data transfer and collection system that the community colleges and the department designed to meet the collective information needs of the system of community colleges, and federal and state reporting requirements. The MIS consists of five components:

1. Credit Students, Demographics, and Enrollments
2. Non-Credit Students, Demographics, and Enrollments
3. Human Resources
4. Fiscal
5. Program and Course Information

All five components are operational and are undergoing review and revision. This year, the Uniform Financial Accounting Manual was updated, as were the MIS Data Dictionary and Year-End Reporting Manuals.

The significant reports that were developed and revised include:

- A. Fall 2002 Credit Enrollment Report
- B. Fall 2001 Tuition and Fees Report
- C. 2001 Condition of Community Colleges Report
- D. Spring 2002 Credit Enrollment Report
- E. Year-End 2001 Enrollment Report
- F. Spring 2002 Tuition and Fees Report

Perkins Financial and Student Reporting—The Perkins financial and student reporting supplements the MIS system. It was developed into an on-line method in an effort to better serve the community colleges.

Tuition and Fees Report--In addition to the financial reports prepared as listed above, each year there is a tuition and fees report that is prepared. Each community college is asked to update the tables for their current information. After this is received it is compiled into the tuition and fees report. The Iowa Community College data is also

compared against national data to show where Iowa stands in comparison with other community colleges. Tuition information was also included in the Condition of Community Colleges Report. In FY02, a second semester tuition and fees report was issued due to the unprecedented tuition increases for the second semester.

Year-End Report--A Year-End Report, which includes the financial information about the community colleges is completed annually. These reports may be viewed at <http://www.state.ia.us/educate/ccwp/cc/documents.html>

Some of the above financial reports utilize data that has been collected via the MIS system (Year-End Report, Condition of Community Colleges).

The following additional reports were issued:

- 2001 Condition of Community Colleges
- Fall Term 2001 Credit Student Enrollment Report
- Fiscal Year 2000-2001 Year-End Report Summary
- Report for the Legislative Fiscal Committee (Credit Student Enrollment and Federal Revenues October 24, 2001)
- Fiscal Year 2002 Financial Status (Working Budgets)
- Certified Budget Report

Goal #4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Initiative C: Collect one- and five-year implementation plans and annual accomplishments related to the statewide strategic plan from each community college, and issue a statewide annual report.

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Department of Education Response

Year-End Report and Condition of the Community Colleges Report—Funding is compared in the Year-End Report and in the Condition of Community Colleges Report. These reports show a comparison of percentage of total each revenue source comprises.

Collection of One- and Five-Year Community College Plans—The Department of Education annually receives copies of each community college's strategic plan and annual progress reports. During FY02, the department requested each community college to submit their responses to "Shaping the Future."

Goal #4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Initiative D: Establish a recognition program for exemplary activities that address the goals and initiatives of this plan.

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Department of Education Response

Veterans Diploma: Approximately 850 veterans of World War II were awarded Honorary High School graduation diplomas.

Automotive Award of Excellence Program—North Iowa Area Community College received the honor of receiving the national runner up in the Automotive Award of Excellence Program.

Career and Technical Student Organizations Recognition Event—A state recognition ceremony for students involved in career and technical student organizations as national award winners and state or national officers was held in November. Forty-nine (49) students from all career and technical student organizations were recognized. In addition, all of the career and technical student organizations have local, state, and national recognition events to honor outstanding students representing their specific organization.

IACCP/IACCT Response

The Issues Committee of the IACCP is currently reviewing possibilities relating to recognition programs as well as a myriad of other topics. Members serving on this committee are Dr. John Blong, Dr. Barb Crittenden, Dr. Rob Denson, Dr. Dan Kinney, and Dr. Gene Gardner. To date, this committee is working with a list of 20 topics and will ultimately place this on the agenda at a future presidents meeting. At some point, a listing and agreed upon course of action will be agreed upon for recommendation toward adoption by the Iowa Association of Community College Trustees (IACCT).

In addition to the above, the Iowa Association of Community College Trustees has annually recognized an individual with an outstanding performance record from each of the following categories:

1. Trustee
2. Administrator
3. Faculty
4. Support Staff

